DISD TRANSFORMATION SCHOOL
PUBLIC SCHOOL CHOICE 2.0 PROPOSAL

CITYLAB HIGH SCHOOL

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I. GENERAL QUESTIONS
1. VISION & MISSION

a. Vision

Our Vision at CityLab is to create an inner-city high school where students use the city as a lab and engage with and explore the diverse social fabric and neighborhoods of Dallas. Through real world, hands-on projects, students will develop a multidisciplinary understanding of the processes of the natural world, the built environment, and the social and economic systems of the city. CityLab students will collaborate with organizations, institutions, and industry experts as they prepare for college and future careers in the fields of architecture, urban planning, environmental science, public policy, and community development.

CityLab students will develop their critical thinking and creative problem solving skills while focusing on character development and citizenship as they build new connections within the community and acquire the knowledge and skills needed to become the designers and planners of tomorrow’s city.

b. Mission & Goals

The Mission of CityLab HS is to educate and prepare DallasISD students to become the next generation of design professionals and civic leaders, equipped with an appreciation and holistic understanding of the urban environment, and the knowledge and skills to design, build, and participate in the future development of the city.

- CityLab HS will utilize the city of Dallas as a unique learning laboratory to allow students to gain a deeper understanding of the relationship of the natural world and the urban environment and its infrastructure, while integrating activities into the neighborhoods and communities where students live, work, and play.
- CityLab HS will provide high quality, effective instruction through an interdisciplinary curriculum that utilizes hands-on, Project Based Learning exercises addressing questions relating to our evolving urban environment. Students will apply the knowledge and skills of core academic areas in an integrated Studio Class embedded in each students’ daily schedule. The CityLab curriculum is designed to develop critical thinking and creative problem solving skills, while utilizing Design Thinking methods and competencies.
- CityLab HS will extend student learning opportunities beyond the traditional classroom through partnerships with industry experts, and local organizations encouraging collaboration and innovation, and providing students with the skills and resources they need for future success.
- CityLab HS will work closely with students and parents through school programs such as a daily Advisory period to foster holistic growth including academic, social and emotional development throughout the school day, and in extended learning opportunities throughout the year. These competencies include self-awareness, relationship skills, responsible decision making, self-management, and social-awareness.
2. SCHOOL DATA PROFILE/ ANALYSIS

CHALLENGE AREAS
College and Career Readiness
As Matthew Gandal, the Executive Vice President of Achieve points out in *The Expectations Gap: A 50-State Review of High School Graduation Requirements*, “nothing is more harmful than sending young people out into the real world unprepared.” Unfortunately, many of today’s students across the US are leaving high school unprepared for college and the workforce. According to Gandal, more than a quarter of college freshmen are placed in remedial classes upon entering college, and at community colleges, research puts the number of students requiring remedial classes at almost 60%.¹

In addition, the Center for Education and the Workforce reports that nearly two thirds of jobs created in the United States by the year 2018 will require some form of postsecondary education.² But alarmingly, current research shows that more than 25% of college freshmen are immediately placed in remedial courses in college, and that roughly one half of all college students do not graduate from college at all.³

Nationally in 2015, only 28% of students met the ACT College Readiness Benchmarks in all 4 subjects (English, reading, math and science) and in Texas that number was 27%.⁴ Using data from NAEP, the Nation’s Report Card from 2013 only 26% of 12th grade students were at or above proficient in Math, and 27% in writing (2011), and 38% in Reading which is down 4 points from the first year of NAEP scores in 1992.⁵

In the DISD, the number of students who graduate college ready (based on ACT and SAT scores) is less than 20%. While graduation rates are on the rise, DISD students are increasingly not leaving high school ready for college. And, to make matters worse, once DISD students are in college, only 15.2% of our graduates go on to complete a degree.⁶

In order to counter this trend, CityLab HS will create a college and career readiness culture that includes a focus on key content knowledge, academic behaviors and mind sets, and non-cognitive factors, along with the increased requirements of the Distinguished Level of Achievement graduation plan outlined in HB 5.

Student Engagement
One of the problems in the traditional school setting is a “drill and kill” system of rote learning, where students are seen as vessels to be filled rather than engaged and willing participants. In 2015, as part of the Teacher Excellence Initiative (TEI), the DISD surveyed students on a wide range of topics including classroom environment, expectations and rigor, pedagogical effectiveness, supportive relationships, and student engagement. In terms of student engagement, DISD students were asked about their participation in class, how interested and excited they were about the subjects being taught, and how often they talk about ideas from the class outside of the classroom. Overall, only 51% of students responded favorably, suggesting that 1 out of every 2 students in DISD classrooms is not engaged and/or interested in the content of the course.⁷

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¹ Gandal, Matthew. The Expectations Gap: A 50-State Review of High School Graduation Requirements
² American Institutes for Research, How Career and Technical Education can Help Students Be College and Career Ready”. March 2013
³ Ibid, Gandal, Expectations Gap.
⁷ Anduamlak Meharie Ph D, DISD Student Perception Survey 2014-15
Nationally, the 2014 Gallup Student Poll reported that the engagement level in the US showed that only 53% of students were engaged and showed involvement and enthusiasm for school.\(^8\) The current need for effectively engaging students in 21st century learning is paramount, and PBL, Design Thinking and inquiry-based learning strategies discussed below have proven to be highly effective in this area. In addition, there is a strong need for new high school models that have an embedded focus on career and college readiness.

**Poverty and racial/socioeconomic segregation**

Another area of concern is the adverse effects of poverty, and racially and economically segregated schools. In Dallas, the child poverty rate is 38%, the highest of any US city with more than one million people, and the overall poverty rate is up 6% since 2000, which is the second largest growth in the overall poverty rate in the country.\(^9\) And, according the National Center For Children in Poverty, in Texas, 25% of children live in poor families, and the national number is 22%.\(^10\)

The ill effects of poverty have been well documented over the past 50 years in America— as far back as the mid 1960’s, the Coleman Report found that academic achievement was related to socio-economic status and variety of social issues and student data revolving around “race and ethnic identity, socioeconomic background, attitudes toward learning, education and career goals, and racial attitudes”.\(^11\) The Coleman Report asked a fundamental question about educational opportunity in America and pointed out the role of race and socioeconomic status in our educational system- as Martin Luther King Jr. recommended, “the job of the school is to teach so well that family background is no longer an issue.”\(^12\)

Given that the large majority of students served by the DallasISD are economically disadvantaged (77% eligible for free meals 2014-15),\(^13\) it is the goal of CityLab HS to serve students from all socio-economic and racial backgrounds and provide a learning environment that meets the academic, social and emotional needs of all students.

**CORE COMPONENTS OF MODEL TO OVERCOME CHALLENGES**

- Make learning relevant and engage students through hands-on Project Based Learning activities that utilize the city, and its neighborhoods and communities, as a working lab.
- Prepare students for college and careers through a multidisciplinary approach integrating core content areas and Studio classes using Design Thinking strategies applied to a real world context.
- Meet student social emotional needs through a framework embedded in the school day and through wraparound services such as Advisories, community engagement, summer enrichment programs and year round learning.
- Partner with community based organizations and institutions to ensure students have the resources and opportunities they need to succeed.
- Set high expectations for all students and ensure that CityLab students graduate with a Distinguished Level of Achievement.
- As a DISD open enrollment, Transformation School, ensure that CityLab HS is diverse by design and serves students from all socio-economic and racial backgrounds.

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\(^11\) [http://www.icpsr.umich.edu/icpsrweb/DSDR/studies/06389](http://www.icpsr.umich.edu/icpsrweb/DSDR/studies/06389)

\(^12\) Kahlenberg, Richard. All Together Now, Brookings Institution Press, 2001 p. 16.

\(^13\) [http://ritter.tea.state.tx.us/cgi/sas/broker](http://ritter.tea.state.tx.us/cgi/sas/broker)
Prepare students that are college and career ready through PBL

In order to prepare high school students for college and the workforce, it is critical that schools align academic standards and core content with the knowledge and skills required for postsecondary success. Career pathways at CityLab are organized by grade-level themes and a coherent sequence of aligned courses that allow students to contextualize learning and apply it to real world problems.

Research suggests that CTE programs and career pathways that are “academically rigorous, integrated, and sequenced programs of study that align with and lead to postsecondary education…provide students with opportunities to acquire the competencies required in today’s workplace- such as critical thinking, collaboration, problem solving, innovation, teamwork, and communication.”\(^{14}\) A common instructional strategy utilized in CTE programs is Project Based Learning (PBL) which will be at the core of the CityLab experience.

Through PBL, students learn how to take initiative, solve problems as a team, and effectively communicate their ideas to others, which are all core competencies required for success in college and the workplace of the 21st century. Through hands-on learning exercises, student use of technology, and projects relevant to student’s lives, students are able to apply their knowledge and skills in a meaningful and effective way.\(^{15}\)

The Texas College and Career Readiness Standards (CCRS) developed in Texas over the past decade have focused on ensuring that students “are prepared for a changing and increasingly complex future”. And the “CCRS distinguish themselves from high school standards by emphasizing content knowledge as a means to an end: the content stimulates students to engage in deeper levels of thinking.”\(^{16}\)

Schools such as the ACE (Architecture, Construction and Engineering) Leadership HS, DASH Design and Architecture High School, DASH in Miami, CHAD the Charter High School for Architecture + Design in Philadelphia, the Urban Assembly Maker Academy in NYC, and High Tech High in San Diego all employ Project Based Learning as a way to engage students, improve student learning, build skills for success in college and the workplace, and connect students with the communities where they live.

Ensuring Student Engagement

At CityLab, students will be engaged in an on-going series of Studio based design problems that address driving questions, real-world issues, and students’ personal interests. Some of the most promising data from schools across the country shows the positive impact of Project Based Learning (PBL) including longer retention of content, and a deeper understanding of what they are learning. In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, language, and science, that use the traditional rote learning and “empty vessel” strategies. And on high-stakes tests, PBL students perform as well or better than traditionally taught students.\(^{17}\)

In order to engage CityLab students, the content of needs to be relevant to our student’s interests and aligned with their goals and aspirations. And, the goal of CityLab teachers will be to present content in the classroom in such a way that students enjoy the learning process, and become energetic and engaged participants.


\(^{15}\) Buck Institute of Education, “What is Project Based Learning?” http://bie.org/about/what_pbl

\(^{16}\) Texas College and Career Readiness Standards www.thecb.state.tx.us/collegereadiness/CRS.pdf

Social Emotional Learning

“College readiness is often conceptualized as a set of skills, behaviors, attitudes, and knowledge, both cognitive and non-cognitive, possessed by individual students that shape their likelihood of attaining a college degree.”18 And, social and emotional learning (SEL) is a critical component of student success which allows students to manage their behavior, set positive goals, make responsible decisions, and show empathy for others while maintaining positive interpersonal relationships. CASEL (Collaborative for Social, and Emotional Learning) has identified five SEL core competencies19 which will be embedded in the culture and daily activities at CityLab HS. These include: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

In order to facilitate the growth of the whole child, CityLab HS will focus on social and emotional learning as well as academic content areas. In both academic and Studio classes, students will engage in rigorous academic exercises and develop social and emotional competencies such as collaboration, teamwork, communication, self-management and citizenship that are supported by integrated activities and structures such as Advisory that are embedded within each school day.

CityLab HS will emphasize a personalized, small group learning approach through the use of daily 25 minute Advisories (see Attachment 1 for Bell Schedule). Each student will work with a faculty/staff Advisor who will be the student’s advocate for all 4 years, helping to build a sense of community in the school, as well as promoting student involvement, social and emotional growth, and providing career and academic coaching to ensure student success. Other wraparound services will include extended day activities, Saturday workshops and clinics for students, parents and the community at large, summer enrichment programs, and internship and community service opportunities that allow students to connect to the workplace and community.

The benefits of a Mixed Socioeconomic School Culture and Community Partnerships

In his book, All Together Now, Century Foundation senior fellow Richard Kahlenberg points out that all children, poor and middle class, perform at lower levels in schools with concentrations of poverty, and that students in schools with high poverty are twenty-four times less likely to be successful than students in low-poverty schools.20 The stated goal of CityLab HS is to serve students from diverse socio-economic and racial backgrounds in order to provide a learning environment that ensures equity for all students, and reflects the diversity of the population being served.

Community Partnerships

CityLab HS will promote partnerships with the Dallas business community and with public and private institutions. Partners will provide opportunities for students to engage with their neighborhoods and community beyond the classroom walls. CityLab partnerships will connect students and industry experts, design professionals, and public policy shapers, and provide CityLab students with opportunities for growth and future success through school programs and initiatives and internship, mentoring and summer enrichment opportunities. (Letters of Support from AIA Dallas, DMA, Nasher Sculpture Center, bcWORKSHOP, HKS Architects, and Thornton Tomasetti/ACE (Architecture, Construction & Engineering) Mentorship Program, and CitySquare are available upon request).

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18 Nagaoka, Jenny et al. Readiness for College: The Role of Noncognitive Factors and Context. VUE
19 CASELCollaborative for Academic, Social and Emotional Learning, What is Social and Emotional Learning?
http://www.casel.org/social-and-emotional-learning/
3. FAMILY AND COMMUNITY ENGAGEMENT

At CityLab HS, families and community organizations will participate as partners to expand learning opportunities and support services for students. The school will have an open-door policy for parents, and throughout the school year, parents will be invited to presentations, discussions, lectures, and student demonstrations to name just a few activities.

Based on report by the Center of Public Education and the work of Joyce Epstein of the Johns Hopkins University Center on School, Family and Community Partnerships, school parent involvement programs can be divided into six broad categories: Parenting, Communicating, Volunteering, Learning at home, Decision-making and Community collaboration. And, the goal at City Lab HS, is to achieve multiple entry points for parent engagement.

Parent Center

Parent Coordinator – is an individual in charge of the Parent Center as well as liaison with parents. This is a paid full time position at CityLab HS (refer to Budget for cost associated with this position).

CityLab will designate a space at the school with a staff member who serves as a contact for parents. There will be workshops for small groups, where parents can use a computer, phone, TV, get individualized training, on weekdays and during Saturday School. CityLab will invest resources to gather training materials in different languages as the needs exist. A few of the activities at the CityLab Parent Center include:

1. Classes for Parents in college readiness training, English, the naturalization process, financial literacy, etc.
2. Parent Workshops for DISD educational literacy
3. Parent visits to school, full day or lunch, or by appointment to attend a class
4. Parent Orientation, as part of CityLab Summit! at the beginning of the school year
5. Parent survey, to see what activities parents would like to participate in throughout the school year.
6. Open door office policy, to visit Principal, Assistant Principal(s), and Counselor(s).
7. College conversations and seminars in conjunction with Education is Freedom (EIF).

At the same time, we propose to have an engagement structure to allow parents several points of entry, with characteristics and activities as follows:

<table>
<thead>
<tr>
<th>PARENT ENGAGEMENT STRUCTURE</th>
<th>PURPOSE/DESCRIPTION</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERACTIVE HOMEWORK ASSIGNMENTS</td>
<td>ASSIGNMENT</td>
<td>throughout the year</td>
</tr>
<tr>
<td>Develop parent skills: learning at home,</td>
<td>Select from the core subjects or themes for the year (eg.</td>
<td></td>
</tr>
<tr>
<td>parenting, decision-making and</td>
<td>Nature and the Built environment) and have parents complete an assignment in</td>
<td></td>
</tr>
<tr>
<td>communicating</td>
<td>collaboration with the students.</td>
<td></td>
</tr>
<tr>
<td>FAMILY PROFILE</td>
<td>Initial engagement project between parents and students.</td>
<td>Beginning of the</td>
</tr>
<tr>
<td>The profile goes beyond contact information,</td>
<td>The profile goes beyond contact information, to understand where the family comes</td>
<td>school year, updated</td>
</tr>
<tr>
<td>to understand where the family comes from</td>
<td>from (background, family history), professional environment for the parents and</td>
<td>every start of the</td>
</tr>
<tr>
<td>(background, family history), professional</td>
<td>expectations for their student.</td>
<td>semester.</td>
</tr>
<tr>
<td>environment for the parents and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expectations for their student.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDENT JOURNAL</td>
<td>Have the parent(s) develop/include an entry for the student’s journal.</td>
<td>Per 6 weeks</td>
</tr>
</tbody>
</table>
MEASURING STUDENT SUCCESS
Develop parent skills: parenting, decision-making and communicating

<table>
<thead>
<tr>
<th>Involve the parents in the following measurements:</th>
<th>every day annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance every day</td>
<td></td>
</tr>
<tr>
<td>2. Homework on regular basis</td>
<td></td>
</tr>
<tr>
<td>3. Achievement every year</td>
<td></td>
</tr>
</tbody>
</table>

OUTREACH IN THE COMMUNITY
Develop parent skills: networking, leadership, advocacy, volunteering, communicating

| CityLab Summit! |
| Open House events |
| Community volunteer Projects |
| CityLab Lecture Series |

| 3 days in August, each semester |
| 2/semester |

COMMUNICATION OUTLETS
Develop parent skills: literacy, leadership, volunteering, networking, communicating

| Parent Newsletter (digital) |
| DISD Parent Portal |
| Parent-Teacher conferences (student led) |
| Advisor conferences |
| CityLab website |

| Throughout the year |
| Through the year |
| once a semester |
| ongoing |
| throughout the year |

Many national firms with a local presence in Dallas, as well as local firms whose focus aligns with the CityLab Endorsements have their offices in the Dallas Central Business District, which allows for internships and/or professional partnerships. And, the proximity of a possible school location downtown near the Dallas Arts District offers a unique opportunity for collaborations with the Dallas Museum of Art, Nasher Sculpture Center, and the Perot Museum of Nature and Science to name just a few. (See Letters of Support)

COMMUNITY STRATEGIES AND PARTNERSHIPS

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>PARTNERSHIP ENTITY</th>
<th>PROGRAMMING DESCRIPTION</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT RECRUITMENT</td>
<td>Dallas Community Centers museums, non-profit partners, neighborhood associations</td>
<td>Visits, recruiting events</td>
<td>(See Student Recruitment Section)</td>
</tr>
<tr>
<td>PARENT OUTREACH</td>
<td>Dallas Community Centers CityLab Parent Center</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>CURRICULUM RELATED PROGRAMMING</td>
<td>Dallas CityDesign Studio &amp; bcworkshop</td>
<td>Studio Project(s)</td>
<td>During school/ 5x a week (Studio)</td>
</tr>
<tr>
<td>SPECIFIC PROGRAMMING PARTNERSHIPS</td>
<td>American Institute of Architects Dallas Chapter (AIA Dallas) – Education Outreach and Latinos in Architecture Committees CityLab team has Letter of Support</td>
<td>To be An Architect Taller X</td>
<td>Once a year, four hour session (Saturday) Once a year summer after school program, 6-8 weeks</td>
</tr>
<tr>
<td>ENDORSEMENT/PATHWAY RELATED)</td>
<td>Dallas Center for Architecture CityLab team has Letter of Support</td>
<td>Minority Architect Scholarship ACE mentorship program venue Lectures and exhibitions</td>
<td>Once a year Once a year summer after school program, 10 weeks After school, schedule varies per year</td>
</tr>
</tbody>
</table>
### Local Architecture Firms -
- HKS (CityLab Letter of support)
- Corgan
- Cunningham Architects
- The Beck Group

### Dallas Museum of Art
CityLab team has Letter of Support

### Dallas Museum of Art
Teen Advisory Board and projects
ongoing

### ACE (Architecture, Construction & Engineering) – Dallas/Fort Worth Chapter
Mentorship Program
Once a week after school program, 10 weeks

### COLLEGE-READINESS
- UT Arlington School of Architecture
- SMU Lyle School of Engineering
- SMU Simmons School of Education
- El Centro College
- Paul Quinn College
- Fallingwater Institute, HS Residency
- Exchange Youth Lab

### VENUES TO REINFORCE CURRICULUM
- Nasher Sculpture Center; Perot Museum of Nature and Science; Texas Trees Foundation; Trinity River Audubon Center; Trinity Trust Foundation; Dallas Arts District; City Hall; Dallas Architecture Forum; Preservation Dallas; DART; Downtown Dallas Inc.
- Downtown Dallas 360; Big Thought; Latino Cultural Center
- Matthews Southwest; Office of the Mayor of Dallas
Throughout the year

### COLLABORATION WITH PEERS
- Skyline Architecture Cluster, DISD

### PROFESSIONAL DEVELOPMENT FOR STAFF
- Teaching Trust fellowships; Lectures; Seminars
- Refer Attachment 2 for Sample Professional Development Protocol
Throughout the year

### WRAPAROUND SERVICES FOR STUDENTS/FAMILIES
- Communities & Schools
- Education is Freedom

### WRAPAROUND SERVICES FOR STUDENTS/FAMILIES
- College Readiness Transition from HS to College
- Daily presence at CityLab

### 4. SCHOOL CULTURE AND CLIMATE

#### a. ACADEMIC CULTURE

CityLab HS is a unique learning environment that encourages community building while preparing students to be engaged and responsible citizens. At CityLab, faculty, staff, parents and outside partners work together to prepare students for college and careers, ensuring that they have the knowledge and skills to design, build and actively participate in the future development of the city.

- CityLab HS is a place where students come to learn, work and explore the city which is used as a working lab. Learning at CityLab extends beyond the walls of the school, and CityLab students can be seen engaged in learning activities in parks, museums, schools, and buildings in downtown Dallas and in the neighborhoods and communities where they live.

- CityLab students are actively engaged in hands-on Project Based learning activities. It is a learning environment where students can explore issues that are relevant and matter, and a safe place where they
can play, tinker, and learn from their mistakes, while taking their ideas and aspirations to the next level. At CityLab, students are allowed to experience failure and false starts as a way to learn and grow. Visitors to a CityLab Studio Class will notice the “organized chaos” of studio culture where motivated and engaged students are working with one another and with technology on projects in a Studio full of models, drawings, proto-types, maps, photographs, charts, and diagrams- all part of the Design Thinking learning process.

- CityLab emphasizes an interdisciplinary and collaborative approach to learning. Students at CityLab work closely with one another, and with instructors who are committed to their students and connected to the professional world. Outside partners who are leaders and innovators in their areas of expertise in the fields of architecture, design, development, and public policy collaborate with students in the school and in their places of work. It is not unusual to come to CityLab and see a local architect or designer discussing a project with students, or to see a group of CityLab students at City Hall meeting with urban planners and policy makers. Throughout the year, CityLab will host seminars and lectures with local and national speakers, including the CityLab Summit! Each August.

- CityLab prepares students for college and careers in diverse fields such as architecture, urban planning, environmental design, community development, and public policy. On classroom walls, and on the walls and tables throughout the school, students see their work on display. As in many colleges, student work is reviewed in a public space where visitors can drop by to observe, and student work remains on the walls for all to see. The door to each classroom includes the name of the school(s) the instructor attended. From wall to wall, and in and around the school, there is a constant reminder of the work going on at CityLab, and evidence of student exploration, creativity, and learning.

- Positive behaviors, routines and norms are created with input from students and parents and modeled and reinforced by faculty and staff. Each morning CityLab students are met at the door with a handshake and a greeting, setting the tone for the day. The school is a safe place closely monitored by all of the adults on campus who have a visible presence throughout the school.

- CityLab is a learning environment designed to educate the whole child focusing on academic, social and emotional learning. CityLab students develop self-awareness, self-management, and relationship and decision making skills in daily Advisory sessions and classes. CityLab is a school where students are part of a community that is reinforced through collaborative activities embedded in activities throughout the school day. And, Citizenship is a defining characteristic of the Citylab community- being an engaged, and informed citizen is part of every lesson, and every day at CityLab.

b. PROFESSIONAL CULTURE

CityLab faculty and staff will work as a team to ensure the success of all students. The expectations for student success are high and CityLab personnel will work closely with parents, outside partners, and with one another to create an environment that is conducive to the development of the whole child.

CityLab instructors and teaching partners have real world experience in their fields of instruction. And, campus leadership will be a shared responsibility with well-defined roles and responsibilities. Group responsibilities will help create ownership of the school, and professional development opportunities will be job-embedded and tailored to each individual’s role on the campus, and their interests and strengths.

PLC’s

Teachers will have daily planning time in addition to weekly collaborative planning time. In order to ensure student success at CityLab, it is imperative that teachers collaborate both horizontally and vertically. Horizontally to integrate grade level subjects with studio themes and activities, and vertically to ensure that each module builds on previous learning and towards student competencies in all courses.
**Horizontal Grade Level activities**
- intradepartmental teams
- core, elective and Studio grade level teachers meet to align driving questions and Studio themes
- review student data and progress towards goals
- differentiated instruction
- interdisciplinary planning sessions
- sharing best practices
- Frequencies: at least two times per month and additional time strategically also per month
- Protocols to consider: utilize a shared unit planning template (by BIE)

**Vertical Team and Core Content Team activities**
- interdepartmental teams i.e. all Studio instructors
- observe core content and upper/lower level Studio classes
- interdisciplinary planning
- sharing best practices
- meets at least once a semester and at strategic points during the semester/year
- departments create norms for content strategies and expectations

**Grade Level Pods/Pair**
- Grade level teachers who share students
- Work together to design cross-curricular lessons, units and projects
- Meets at least once a month
- Plan and developing student intervention and support structures
- Student Portfolio and Sketchbook discussions

**Whole Group PD**
- Lectures and seminars by local, state and national speakers on a variety of topics relating to architecture, design, public policy, community development, environmental issues, and local events and topics
- Staff meets every 6 weeks to develop projects, discuss driving questions, and align teaching with district Pacing Guide and ACP results
- School wide presentations of student work (open to the community)
- Presentations highlighting skills and talents of school faculty, partners, and parents
- Recognition of student, faculty and school growth and accomplishments
- Refer to Attachment 2 for Sample Professional Development Protocol

**Teacher Led Pop-Up PD**
- Based on teacher’s needs
- Teachers rotate leadership on specific topics
- Additional PD could be provided by invited vendors on the same day
- Frequencies: at least once a semester, and at strategic points during the semester and the year
- Tie to individual growth plan and TEI requirements
- Peer observations to follow PD, provide coverage via substitutes and/or leadership team

**Advisory Teams**
- Advisors will meet individually with students and parents each 6 weeks to review progress towards student goals and benchmarks. Student led goal-setting conferences are designed to ensure that student’s take ownership of their goals and responsibility for their actions.

5. **APPLICANT TEAM CAPACITY**

The CityLab team has a shared vision for education and transformation, and a proven track record of success at multiple campuses as well as in different fields that strongly relate to the implementation of the Mission and Vision of CityLab HS.
a. INDIVIDUAL TRACK RECORD OF SUCCESS

CARMEN CASAMAYOR

Lead Change Management Initiatives. Led District-wide Staff Elementary Development in fall of 2014 for PBMAS Writing – Mark Twain Elementary was the only school in RISD with 70% or more ED students meeting Stage 0 standard.

Facilitated Urban School Leaders Institute at Harvard University, summer of 2014 – Using Problems of Practice to facilitate development of leadership teams in order to raise teacher performance and student achievement. Appointed by RISD Superintendent to lead the Bilingual/ESL/PK and Newcomer Center Department, summer 2015.

Developing and Empowering Staff. Two of three Bilingual specialists in RISD were former Mark Twain teachers. Three former teachers are now Reading Specialists. Mark Twain produced a Teacher of the Year semifinalist every year from 2009-2015. Worked under 2008 RISD Principal of the Year, through this mentorship and development, awarded Principal of the Year in 2012.

Engaging Stakeholders. Started partnership between Mark Twain Elementary and First United Methodist Church, Richardson; Capital One Grant recipient 2008-2010; Communities in Schools partnership with various area businesses and organizations – Rack Room Shoes, Target, Walmart, Richardson Jaycees, Berkner HS Avid Students, etc.

Areas of Expertise: HB5 – academic environment and culture, staff structure and organization, endorsements/ pathways for CityLab HS students; Professional Development

PETER GOLDSTEIN
Peter is a licensed architect and experienced teacher with over 20 years of experience in the practice of architecture, and 15 years as a teacher in the DISD magnet Architecture Cluster at Skyline HS, as well as more than 30 years of experience in Design Thinking and Studio culture at the Tulane School of Architecture, Yale University, and currently at the Skyline Architecture Cluster.

• Engaging students and community stakeholders in architecture and urban design related projects in Dallas and abroad, including a 2012 Fulbright Award in teaching working with high school students in Dallas and Capetown, South Africa. Currently working on a design+build partnership to create benches for Ferris Park in downtown Dallas with the Skyline Architecture and Building Trades Clusters, The Beck Group, Downtown Dallas Inc., and MAP, Make Art with Purpose. (For Fulbright Award see Mapping Projects at capetownmappingproject.org and dallasmappingporject.org)
• Growing student achievement for 15 years at the Skyline Architecture Cluster with students going on to college and careers in the fields of architecture, engineering, and construction management, and empowering staff through new teacher mentoring, Skyline Faculty Advisory Board, and participation on the Superintendent’s Teacher Advisory Board, and the DISD Future Facilities Task Force that passed a $1.6 billion bond program in 2015.
• Developing enrichment programs for students through partnerships with the Nasher Sculpture Center, the Dallas Museum of Art, the Fallingwater Institute in Bear Run, PA, and the Architecture, Engineering & Construction (ACE) Mentorship Program.

• Successfully launched new student organizations at Skyline HS including the Skyline Interact Club, and the Skyline Green Team which won the DISD Recycling Award in 2015 as the top DISD recycling program with more than 50 student volunteers each week- collected more than 40 tons of recyclable material during the 2014-15 school year.

Areas of Expertise: Design Thinking/ Studio culture; community engagement, architectural practice

LORENA TOFFER

Lead Change Management Initiatives. In 2010, assisted in the creation of AIA Dallas Latinos in Architecture – the first of its kind in the nation – directly increasing awareness of diversity and the work of Latinos within the architecture industry, particularly at Corgan and HKS, two of the largest architecture firms in Dallas. A committee that started with ten individuals, has over the course of 5 years grown to have a 300+ membership base.

Developing and Empowering Students. For the past 11 years, Lorena has been a mentor for students during their internship at architecture firms. Currently, she is the mentor for two students pursuing a career in Architecture during their senior year at Irma Rangel Young Women’s Leadership School. She has also been instrumental in starting architecture libraries at over ten schools (middle schools and high schools) in Dallas, engaging architecture firms to donate over 4,000 books over the past five years to inspire and empower students.

Engaging Stakeholders. In 2011, Lorena led a volunteer effort to document over 330 houses in the community of La Bajada in West Dallas as part of a Neighborhood Stabilization Overlay to preserve the community – this was the largest NSO approved by City Council in the history of Dallas. She has also established ongoing partnerships and programs with the Latino Cultural Center, and Big Thought.

Areas of Expertise: Design Thinking/ Studio Culture; Professional partnerships – Architecture community (AIA, architecture/ engineering/ construction firms)

SAMUEL ODAMAH

An organized, versatile, and detail-oriented academic administrator at Harvard, who effectively provides programmatic and administrative support to faculty and staff; strong passion for education with diverse background in faculty support, student services operation, mentoring, financial administration and curriculum development.

Delivers comprehensive support to Harvard faculty search committees and processes. Coordinates faculty reviews for promotion or contract extensions and providing staff support to standing and ad hoc faculty committees such as the Faculty Appointments Committee and the Curriculum Planning Committee. Provides administrative support to senior staff with scheduling meetings, communications and financial processing.

Advised and directed students to resources regarding student life, student activities, access and disability, and multicultural matters.

Founded Open Talk Club for English Language Learners to develop leadership, conversation skills and communication strategies; Coached and instructed 15-20 English Language Learners on a weekly basis. Designed curriculum that enables international students and professionals to share personal stories, read historic speeches, and debate diverse topics.
Areas of Expertise: Schools and Community partnerships, Advisory & Campus Scheduling Director, Studio Instructor

JOHN MATTHEWS
Growing Student Achievement. Spent two years teaching remedial algebra to students who had failed the Algebra SATP, Mississippi State Test for algebra. A strong classroom culture, rigorous objective driven lesson plans, and the tracking and analysis of student data led to students passing the state test more than 30% points above the school average.

Lead Change Management Initiatives. Head of the School Improvement team, responsible for allocating $575,000 in federal funding. Organized a team of teachers representative of each core subject and extracurricular, three parents, and a student committee that elected a student representative to bring their thoughts to the School Improvement team. With the team in place, began to develop a plan, paired with growth goals, that would be monitored over time to bring the school out of “Improvement Required.”

Developing and Empowering Students. Proactive, self-monitored, and personalized goals that are overseen and paired with support empowering students with autonomy and support to reach their own goals. This method was used when working with students in the classroom for both quantitative goals and qualitative goals leading to a high rate of engagement in the classroom and student success.

Engaging Stakeholders. As a developer, John sits at the nexus of multiple stakeholders: investors, architects, engineers, builders, the community, the city, etc. It is his role to engage each one of these stakeholders and ensure their feedback, needs, and requests, are fully understood and conveyed to the development team. On a daily basis, John is working to facilitate clear communication amongst various stakeholders to ensure a successful project.

Areas of Expertise: Partnerships; Business community & City of Dallas; TFA and innovative school approaches/protocols.

b. LEADERSHIP DISTRIBUTION

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>RESPONSIBILITIES/ ROLE DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARMEN R. CASAMAYOR</td>
<td>Principal</td>
<td>Marketing and Public Relations; Parent and Community engagement; Teacher recruitment; Student recruitment; Professional Development; Instructional and Operational Coordinator</td>
</tr>
<tr>
<td>PETER GOLDSTEIN</td>
<td>Director</td>
<td>Student and Staff Culture; new teacher support; curriculum and instruction; observation and feedback</td>
</tr>
<tr>
<td></td>
<td>Studio instructor</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LORENA TOFFER</td>
<td>Design Practicum &amp; Industry</td>
<td>Student and Staff Culture; new teacher support; professional community engagement; observation and feedback; collaborative planning</td>
</tr>
<tr>
<td></td>
<td>Engagement Director</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Studio instructor</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SAMUEL ODAMAH</td>
<td>School &amp; Community Partnerships</td>
<td>Master Schedule; Advisory Coordinator; Data Driven Instruction; Behavior Management</td>
</tr>
<tr>
<td></td>
<td>Director</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Advisory Coordinator</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
c. **RESUMES**

Refer to the end of the proposal for team’s individual resumes.

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6. **STUDENT RECRUITMENT**

The recruitment goal at CityLab HS is to attract a diverse student body that includes students of all cultural and socio-economic backgrounds. Research by Richard Kahlenberg and others shows that socioeconomic and racial integration provides benefits for all students, especially those at risk. As an open enrollment Transformation school, CityLab will utilize multiple strategies and techniques to recruit students and achieve cultural and socio-economic diversity goals.

**Student Recruitment Goal** CityLab HS is designed to serve all students who are interested in attending. For the entering 9th grade classes in Years 1 and 2, CityLab intends to target 7th and 8th grade students from neighborhoods and zones in and around downtown Dallas, as well as from neighborhoods throughout the district. This will insure that the school is “planting seeds” for future classes starting with the graduating class of 2021.

The stated goal of CityLab is to achieve cultural, geographical, and socio-economic diversity in a student body that reflects the diversity of the city itself. To do so, CityLab will have a full time Parent Coordinator on staff to engage with students and parents about the benefits of attending CityLab HS.

CityLab will work closely with Partners to reach the widest audience possible. In year 0, CityLab will establish an Advisory Board that includes individuals from organizations with a diverse mix of constituents to insure that the school is reaching as broad a range of students as possible.

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<table>
<thead>
<tr>
<th>Recruiting STRATEGY</th>
<th>Target dates</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social media (Twitter, Facebook, etc.)</td>
<td></td>
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</tr>
<tr>
<td>Community meetings, seminars, and information sessions</td>
<td>from approval through school opening summer 2017</td>
<td>Sessions at Neighborhood Association meetings, museums, places of worship, offices of school Partners and non-profits, and community/neighborhood gathering places.</td>
</tr>
<tr>
<td>CityLab Advisory Board</td>
<td>2017</td>
<td>Advisory Board members will represent a wide range of constituents, and will be actively engaged in the recruiting process- including strategic planning and implementation of targeted neighborhoods and communities.</td>
</tr>
<tr>
<td>Radio spots</td>
<td></td>
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<tr>
<td>DISD School Choice website</td>
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<tr>
<td>Flyers and print materials</td>
<td></td>
<td>Door-to-door distribution and flyer locations at Partner institutions and throughout community</td>
</tr>
<tr>
<td>CityLab Summit!</td>
<td>Aug. 2016 and 2017</td>
<td>A 3-day event designed for prospective and entering students (2017) that includes speakers, workshops, seminars and student/parent activities.</td>
</tr>
</tbody>
</table>
II. INSTRUCTIONAL PLAN

1. CURRICULUM, INSTRUCTION AND ASSESSMENT

a. Instructional Program
Instruction at CityLab High School is intentional, connected, holistic, and inquiry driven. Each classroom is defined not by its four walls, but by the broader connections that are shared between disciplines. Through the use of a themed Studio Class that meets each afternoon, students investigate a wide range of ideas and issues through real world projects in a learning environment that fosters creative problem solving, innovation, and collaboration. Studio Classes are led by driving questions and based in Project Based learning (PBL) competencies and techniques.

Classes at CityLab are organized using a standard 4 x 4 block which maximizes instructional time, and allows teachers and students 90 minute class periods to accommodate longer learning activities. This model is used extensively in high schools with CTE Programs including Skyline High School which is a DISD magnet and comprehensive high school with 18 Career Clusters.

Core content and elective courses at CityLab will meet for during the first three periods of the day. Each day will end with Advisory and then Studio Class so students can remain after school to continue their projects, and to accommodate the possibility that guest instructors and speakers might also remain to extend the class day after school. (See Typical Student Day below)

At CityLab HS, students and staff see design and learning as a Process that uses the city as a lab. Classes at CityLab HS are integrated and interdisciplinary, and knowledge and skills are applied to relevant and engaging Studio projects. The school embraces Studio culture, and the curriculum is based on Design Thinking and a coherent sequence of Career and Technical Education (CTE) courses leading to at least one Endorsement and the Distinguished Level of Achievement Graduation Plan. CityLab students are constantly engaged with the urban core of the city, and with the neighborhoods and communities where they live work and play.

Graduating students from CityLab will have one or more HB-5 Endorsements from Business and Industry (in Architecture or Environmental Science), or a Public Services Endorsement (in Urban Planning, Public Policy, or Community Development). Many students will also be eligible to earn the Multidisciplinary Endorsement.

CityLab Endorsements, Pathways and Programs of Study

**Business and Industry Endorsement CTE**

1. Architecture
   - Career Cluster: Architecture and Construction
   - Pathway: Design and Pre-Construction
   - Program of Study: Architect, Landscape Architect

2. Environmental Science
   - Career Cluster: Agriculture, Food and Natural Resources
   - Pathway: Environmental Service Systems
   - Program of Study: Energy Technician (Solar, Biodiesel, Geothermal), Environmental Engineering Technician, Environmental Science and Protection Technician

**Public Services Endorsement CTE**

3. Urban Planning
   - Career Cluster: Government and Public Administration
   - Pathway: Planning
   - Program of Study: Urban and Regional Planner
Project Based Learning (PBL)

Project Based learning is a fundamental part of the Citylab Instructional Plan. It is used throughout the school day in core and elective classes, and it is the framework for all CityLab Studio Classes. Students at CityLab receive rigorous first instruction in core content areas which is then sustained in the Studio using the PBL model. Utilizing components of Understanding by Design (UBD), and/or the Buck Institute for Education (BIE) PBL framework, teachers will be building a course that explores Studio Themes in depth and through multiple lenses. (See Attachment 4 for Sample Lesson Plan template and Rubric).

PBL is a method where students engage with complex problems and challenges over an extended period of time to develop deeper learning that is engaging for students and leads to critical skills for college and careers. In core and elective classes, PBL projects might occur once every six weeks, but in Studio Class, projects are longer and more sustained, as each project leads to another, often building on the last project and using it as a springboard for further exploration.

PBL learning connects students to the real world, and is:

- a form of **inquiry based learning** where students encounter open-ended, **driving questions** or problems “that drive students to encounter the central concepts and principles of a discipline”
- a teaching method that involves **critical thinking**, **problem solving skills**, and **collaboration**
- a project based mode of inquiry that develops deep learning and **college, career and civic competencies**
- a technique based on **sustained** investigations and questions that are **relevant** to students’ lives and today’s world
- a method where students make decisions within a **framework**
- an iterative approach that involves **feedback, critique, analysis, reflection and revision**
- an approach where students **communicate** their ideas throughout the process and explain and justify how they arrived at a particular solution
- a **final product** is evaluated for quality, and assessment takes place continuously through progress checks and checks for understanding

Possible PBL Projects

- Computer Science: learn how to use GIS modeling
- Math: Using math to create tables, linear regressions, and how it is applicable to building models
- History: Analyze the population of Dallas by geographic location and determine factors contributing to trends found in data.
- History: create a Journey Map showing cultural, historical, architectural and natural landscape elements that you encounter on your daily commute to and from school
Science: envisioning Dallas as the solar energy capital of the US
Studio: with your classmates create a portrait of neighborhoods in Dallas
Studio Class: create a piece of furniture for a specific space at CityLab (group project)
Studio Class: Design a water feature and urban space for Klyde Warren Park (see Attachment 4 for Sample Lesson Plan Unit)

**Design Thinking and the 5 phases of the design process**

Creative problem solving and Design Thinking permeates the CityLab curriculum - it is a way of thinking and approaching real world issues and concerns that is reinforced in all classes at CityLab, and prepares CityLab students to tackle the challenging and difficult problems of today’s world while envisioning the world of tomorrow. Design Thinking is characterized by 5 phases or stages - Discovery, Interpretation, Ideation, Experimentation and Evolution.

1 Discovery/Understanding/Observation
- Students study and explore real world issues and questions
- Curiosity and inquiry are encouraged as students observe the processes of the world (built and natural) that they inhabit

2 Interpret and Define
- Students tackle defined problems based on a need and develop a driving question of inquiry
- Students learn to analyze and discuss multiple ideas and approaches from multiple points of view
- Students are encouraged to innovate, think and work “out of the box”
- Students are exposed to the lectures and writings of industry leaders, scholars, and practitioners

3 Ideation
- Students brainstorm and engage in creative problem solving exercises that encourage experimentation
- Multiple ideas are encouraged, and no ideas are rejected during this phase - students suspend judgment and explore ideas and solutions from the routine to the impossible
- Students build community and relationship skills while effectively working in teams and communicating their ideas through sketches, journaling and discussion

4 Experimentation and Prototyping
- An outgrowth of Ideation, students experiment and engage in hands-on prototyping
- Students draw, sketch, build and create prototypes using up-to-date equipment and technology
- Students experiment with multiple ideas and learn to identify ideas with merit that deserve continued experimentation
- Students learn that failure is part of the process and discover how to weed out flawed solutions
- Students learn from their mistakes and understand the value of perseverance and tenacity

5 Evolution/Testing/Presentation
- Design Thinking is a process - it is iterative and incorporates a feedback loop where students create multiple iterations of a project
- Students develop confidence by solving complex, real world problems based on experience, experimentation, and teamwork

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Students learn to explain their ideas/solutions to others developing important communication skills through presentations and critiques involving social awareness skills and relationship skills such as active listening.

All CityLab students will be given a Sketchbook at the beginning of each school year. Sketchbooks are used as a tool to facilitate and convey ideas. It can and should be used while in class, on trips outside of school, when problem solving, or when doodling and brainstorming ideas. The Sketchbook is a critical part of the Design Thinking process and is used in all classes, especially in the Studio Class.

**Studio Class and Culture**

The Studio is the heart of CityLab High School. It is a nexus; where core academic knowledge and skills enter the real world. Each course at CityLab is intentionally planned and aligned to give context, skills, and information that students can leverage while working on Studio Themes and exercises that become increasingly more complex as students advance from year to year. Core teachers will actively integrate content with the Studio Class to make lessons applicable to the grade level themes and driving questions (see Studio Themes in the Course Sequence chart below).

At CityLab HS, students engage with the city as a unique learning lab. In partnership with community stakeholders and institutions, students explore the diverse social fabric and neighborhoods of the community, and develop an interdisciplinary understanding of the processes of the natural and built worlds. At times this involves field trips into the city, with discussions on connectivity and an understanding of the role of institutions and organizations, the business community, elected officials, and community stakeholders.

Each year the Studio Class begins with a lesson introducing the theme of the year and an overview of grade level Studio projects. These projects will range from 1 day to up to 6 weeks in length, and are developed using the UBD and BIE PBL frameworks. Once a project is completed, students present their work to the class and to industry experts and projects go on display throughout the school.

The final year of CityLab culminates in the development of a self-created Capstone Project that allows students to explore aspects of the Studio Class that is relevant to their college and career goals. Students will work closely with their Advisor on their Capstone Project and may work alone or in small groups of up to 3 students.

Each student at CityLab creates a Portfolio that documents student work and growth. It is a digital compilation of student work that documenting the design process and growth and competency in various architectural, artistic, design, and academic (i.e. writing, map making) skills. The Portfolio is used for job and internship interviews, to determine scholarship awards, and to supplement college applications. Throughout the school year, there are opportunities for students to share their Portfolio with design professionals, business and industry partners, and the community at large.

**Studio Themes 9th-12th**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Theme</th>
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<tbody>
<tr>
<td><strong>9th Grade</strong></td>
<td>The Natural and the Manmade</td>
</tr>
<tr>
<td><strong>10th Grade</strong></td>
<td>Neighborhoods and Cities</td>
</tr>
</tbody>
</table>

This is the Intro class for all CityLab students where students investigate the relationship of the natural world and the built environment, with an emphasis on the local ecosystem, urban geography, sustainable practices and the what, why, and how of architecture and the built environment.

Students investigate the neighborhoods of Dallas (including their own), and become familiar with the...
history and planning of the world’s cities. Topics of investigation include urban planning, cultural studies, local political processes and how cities grow, operate, and transform.

**11th Grade: Community Engagement**
Students engage in a series of in-depth projects that relate to the infrastructure of Dallas, and the social and cultural impact of built works in the fabric of the city.

**12th Grade: Thesis Capstone Project**
Working with their Advisor, students initiate a self-directed project relating to the field of architecture, urban planning, environmental design, public policy, or community development. CityLab seniors present their projects to the public at an End-of-Year open House that is open to the public and includes students, parents, faculty and staff, as well as invited guests and prospective students.

**Critique Protocol**
CityLab students throughout the year, will present their work individually and in teams for peer and industry expert review. This process allows students to take ownership of their work, and reinforces communication skills while allowing students to explain how they make informed decisions.

Critiques are at the core of the Design Thinking process, and allow students to participate in an open-ended feedback loop that builds student confidence by allowing them to overcome failures that are an inherent part of the design process, and to learn the value of perseverance, grit, and hard work.

**Social and Emotional Learning**
One of the goals of CityLab is to create a learning environment that fosters holistic student development that includes academic and social and emotional growth. All learning at CityLab HS, throughout the school day and in extended learning opportunities throughout the year, centers around the development of a mindset rooted in practices such as teamwork, integrity, and self-management defined by the CASEL (Collaborative for Academic, Social, and Emotional Learning) Core Competencies below. Citizenship and social and emotional learning skills are integrated into every school day so that students can achieve their personal goals and become engaged citizens focused on building a better, and more sustainable community for the greater good of all.

![CASEL Social and Emotional Learning Core Competencies](image)

CASEL has identified five interrelated sets of cognitive, affective and behavioral competencies that form the framework of social emotional learning at CityLab. These competencies include-

**Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Advisory

Advisory groups enable and empower students to take ownership of their learning within a supportive and personalized environment. In Advisory, a small number of students (15:1 target) work with a teacher or staff member who serves as their coach, mentor, and advocate. In the 9th grade, the Advisory curriculum is designed to help students transition to high school. Each Advisor will support, track and archive the growth and experiences of their students throughout their four years at CityLab.

The main focus of Advisory is social and emotional learning (see Section above). Advisory meetings will consist of structured and open-ended activities based on the students’ individual and collective needs. In Advisory, students develop leadership and citizenship skills, reflect on their learning, and create goals for the future. The Advisor’s role is to facilitate and help the student identify problems and concerns, and to help students achieve their personal goals. At the end of each week, the students in each Advisory group participate in a reflective discussion, and at least once a month students participate in a school-wide assembly that strengthens the entire CityLab community.

CityLab Advisory

- includes a small peer group of students and an adult advocate
- includes all CityLab staff
- meets daily for 25 minutes
- an Advisor works with same student for all 4 years
- provides a personalized learning environment
- creates a sense of community
- promotes student involvement
- focuses on social and emotional learning and citizenship

CityLab Course Sequence

<table>
<thead>
<tr>
<th>9TH GRADE</th>
<th>CORE CLASS DESCRIPTIONS</th>
<th>STUDIO THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math:</strong> Geometry or Algebra I</td>
<td>Connections: Geometry of iconic and local buildings and structures. Algebraic equations relating to urban density, building financing and performance, and design constraints.</td>
<td></td>
</tr>
<tr>
<td><strong>Science:</strong> Biology</td>
<td>The Natural and The Mannmade: Students investigate the relationship of the natural world and the built environment, with emphasis on the local ecosystem, urban geography, sustainable practices and the what, why, and how of buildings and structures.</td>
<td></td>
</tr>
</tbody>
</table>
Study of a variety of topics including: growth and development of organisms; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; ecosystems and the environment.

**History:** World Geography or AP Human Geography

The history of world civilizations and the role and importance of architecture, cities, ideas, religions, government, and the natural environment.

**English:** English I

Written and verbal communication skills and various readings about society and the natural environment such as *Walden*, by Henry David Thoreau. Local and international current events from multiple sources.

**Studio 7381 Principles Architecture and Construction (CTE)**

**Foreign Language** or Computer Program language

**Fine Arts elective**

### 10th Grade

*NOTE- after 9th grade, CityLab students identify a Business and Industry and/or Public Services Endorsement (see Endorsements, Pathways and Programs of Study section above)*

**Math:** Algebra I or Algebra II

Statistical analysis of city wide data and how it relates to each neighborhood.

**Science:** Chemistry

**History:** AP World History

The history of world cities and cultures and connections/relevance to Dallas.

**English:** PAP English II

Written and verbal communication skills and various readings in which the city and the environment become a character including *Invisible Cities*, by Italo Calvino. Local and international current events from multiple sources.

**Studio 7391 Architectural Design (CTE)**

**Foreign Language** or Computer Program language

**Elective**

### Neighborhoods and Cities:

Students investigate the neighborhoods of Dallas (including their own), and become familiar with the history and planning of the world’s cities. Topics of investigation include urban planning, cultural studies, local political processes and how cities grow, operate, and transform.

**PBL:** The work and methodology of bc WORKSHOP- pop-up project with bc Director, Brent Brown.

**PBL:** Identify a neighborhood of Dallas and survey community to gather information on history and current state and needs.

**PBL:** Dallas Mapping Project- see [http://www.dallasmappingproject.org/](http://www.dallasmappingproject.org/)

### 11th Grade

**Math:** Algebra II or AP Statistics or Pre-Cal

Analysis of voter turnout and demographic breakdown for City of Dallas.

**Science:** AP Physics

Physics as it relates to a city infrastructure – power demands, pipes and water flow, physics of mega-structures such as Margaret McDermott Bridge, Chase Tower, Trinity River levee system

**Community Engagement**

Students engage in in-depth community projects that relate to the infrastructure of Dallas and the social and cultural impact of built works and the fabric of the city.

**Seminars:** New Initiatives- Michael Sorrell and Paul Quinn College; Bobby Lyle and the SMU Lyle School of Engineering; Brad Bell Director of the Digital Architecture Research Consortium (DARC) at the University of Texas at Arlington, CAPPA College of Architecture, Planning and Public
### History: AP US History
Major events of US History and the connection of politics and nation/city building

### English: AP English III Language and Composition

**Studio 7392 Advanced Architectural Design (CTE)**

**PE elective**

### 12th GRADE

**Math: Pre-Cal or AP Calculus AB**

**Science: AP Environmental Science, Environmental Systems**
- Students study biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and environmental systems, sources and flow of energy through an environmental system, relationship between carrying capacity and changes in populations and ecosystems, and changes in environments.

### PBL:
- The work and methodology of City of Dallas CityDesign Studio- bus stop design project with Arturo del Castillo, lead urban designer for CityDesign Studio
- Project integration with City of Dallas Council Meetings.

### Studio 7394/95 Practicum in Architectural Design Internship or dual-credit (CTE)

### Capstone Project:
- Working with their Advisor, students initiate a self-directed project relating to the field of architecture, urban planning, public policy, or community development, or environmental science.

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**b. Assessment**

CityLab High School will be developing students across a range of traits and skills, consequently assessments must demonstrate growth across this broad spectrum. And, at CityLab there are a range of assessments that establish accountability for the whole-child development. Through the use of standardized testing, summative assessments, formative assessments, certifications, Portfolios, and performance tasks CityLab HS will employ both quantitative and qualitative indicators to monitor student progress.

#### SUMMATIVE ASSESSMENTS
- Standardized Testing (see Performance Action Planning Exercise) Student Learning
  - Assessments for students in each course will be internally designed and created by the content expert within each content area based upon TEKS standards.
  - STAAR ACT/SAT Testing
    - CityLab High School will be holding students to a level of rigor above STAAR testing. Students at City lab will take ACT/SAT practice tests (student’s preference) once a year, prior to district SAT testing in the second semester of their junior year. We will align ACT/SAT standards to the STAAR test and will track students as they progress through the year.
    - DISD -- EOC (end of year) and ACP (every 6 weeks) will occur in school year.
- Texas Success Initiative (TSI) ACCUPLACER Assessment
  - CityLab students will take the TSI Assessment in their senior year. TSI is a state-legislated program designed to improve student success in college. Part of the TSI program is an assessment to determine basic skills in reading, mathematics and writing.

#### PERFORMANCE TASKS
Students will complete performance tasks to demonstrate mastery and understanding in various classes, however, we anticipate it will be predominantly used within The Studio Class.
• When developing performance tasks teachers will be using UBD/BIE frameworks to develop project assessments.

• For each project, a rubric will be created that will be utilized for grading. It will be expected that these rubrics meet the criteria established by UBD or BIE to ensure consistency and clarity for students and teachers.

• **PBL:** Students will be given a performance task with every PBL project and progress checks throughout the process. Projects will be documented in the student Portfolio.

• **Design Check:** Students will have three “design thinking checks” which is a check on how a student is using the Sketchbook. This will be graded against a rubric created by the student at the start of the year with his/her mentor.

• **Portfolio:** Students will compile all projects they have worked on throughout the semester to build their working portfolio. This will be completed in the Studio Class.

• For all PBL projects students will be given a rubric ahead of time to understand what the criteria they are being graded against.

• Students will create a rubric regarding their use of a planner and Sketchbook with guidance of their Advisor at the start of the year and will be informed when they may be checked.

### FORMATIVE ASSESSMENTS

- Content Specific checks for understanding. Throughout every class instructors will check for understanding utilizing multiple response strategies such as: Response Cards, Think-Pair-Share, TableTalk, Quick Response and the use of White Boards.

- Demonstration of Learning (DOL). Every class at CityLab HS will end with a DOL per district policy and TEI compliance.

- Exit Tickets. Based on teacher and class practices, students will often be asked to create an Exit Ticket at the end of class as part of their DOL. This allows the teacher to assess student mastery of the material presented in class, and reinforces self-management competencies.

- Planner checks to improve organizational and time management skills, and ensure that students are self-managing.

- PBL teachers will use industry and content standards to confirm that student learning addresses key knowledge and understanding. CityLab HS will work with employers and postsecondary and industry partners to help define the knowledge and skills required by graduates to succeed in college and the workplace. For PBL projects, assessment takes place continuously throughout the process.

### CERTIFICATIONS

- **ACT National Career Readiness Certificate (NCRC)**
  - ACT NCRC is an assessment-based credential powered by ACT WorkKeys®. Issued at four levels, the ACT NCRC measures and certifies the essential work skills needed for success in jobs across industries and occupations.
  
  These assessments measure a range of essential work skills, including the ability to:
  
  - Perform basic mathematic operations relevant to the workplace
  - Read and understand documents commonly found in the workplace
  - Set up and solve complex work-related math problems
  - Apply information derived from graphics to work-related problems

- **AutoCAD Certification from Autodesk**
  - CityLab students in the Architecture and Urban Planning pathways will become AutoCAD Certified Users. Certification at this level helps demonstrate a commitment to academic success or career development.
  
  - CityLab students will earn an industry-recognized credential
  - Certification enhances student credibility and career success opportunities
- Revit Certification from Autodesk. CityLab students in the Architecture and Urban Planning pathways will become Revit Certified Users. Certification at this level helps demonstrate a commitment to academic success or career development. CityLab students will earn an industry-recognized credential that helps prove their skill level in Revit, an industry standard for Building information modeling (BIM)

2. **STAFF CAPACITY**

According to research conducted in 2014 by the Carnegie Foundation for the Advancement of Teaching, developing an effective teacher feedback system leads to increased student achievement and teacher retention outcomes. Additionally, Education First published a research study in May of this year, undertaken with support from the Bill and Melinda Gates Foundation that identifies five essential practices in increasing students’ achievement through increased teacher effectiveness. The first of these practices was identified as promoting a culture of feedback. As recently as August 5th of the current year, U.S. News and World Report published an article on improving teaching practices. Openness to feedback was one of only two practices that were cited as statistically significant with respect to improving teacher performance. Time and again we find that the single greatest predictor of success in a teacher is the ability to receive feedback.

We also fundamentally recognize, as educators, that in order to teach students the social and emotional learning component (see CASEL Core Competencies) which is rooted in the 6 Cs (caring/concern for others, collaboration, commitment, creativity, community and citizenship) we need to recruit and retain teachers with sensibilities and abilities to:

- Articulate a passion for teaching and learning, a commitment to children and the pursuit of excellence
- Work with and connect with diverse learners – gender, cultural, ethnic, racial, creed, learning style, linguistic diversity as well as at-risk students (ALL LEARNERS will achieve at the same rate)
- Define and design an engaging and interdisciplinary connected learning environment operating on the premise that there is no excuse for poor quality instruction
- Articulate a classroom management style and processes
- Build community among students who may have little in common
- Talk about his/her personal and professional 5 year plan

Reading and learning about the tenets of Organizational Health sets the tone for groups norms, creating a culture of collaboration and focus on student achievement. According to the authors of OHI Goal Focus is the single greatest factor that determines a school’s success. Although the other factors are critical to school success, clearly defining desired outcomes and goal-setting leads to better communication, collaboration, cohesion, morale and optimal power distribution amongst stakeholders. Book studies to consider would be Daniel Pink’s *A Whole New Mind* and Sir Ken Robinson’s *Finding Your Element*. These reiterate the need to help students find their passions, interests and place in the world. Course syllabi will take the form Project Based Learning, including the promotion of citizenship within and outside the school walls. As teachers, when we take our students through these critical processes, we also grow as a community of educators.

**Interview Questions:**

Describe a large project that you worked on.
What were some obstacles? Was there a time you had to give difficult feedback? What was the pivotal moment? Was the project successful…why?
Have you worked with underserved populations?
Were there any obstacles that got in your way? How did your beliefs/attitudes change or evolve?
Describe a PBL project you have used in the classroom.
Why did you use this project? What obstacles did you face? How did you assess your students? Did you use technology?
3. **TYPICAL STUDENT DAY (9th grade)**

7:45-8:15 If the CityLab HS campus is located downtown in the urban core of the city as planned, students will have the option to ride DART light rail to school. The possibility of arriving at CityLab via mass transit will provide our student with the first lesson/experience of the day-successfully navigating his or her way to school using an urban public transportation system that is efficient, cost effective, and environmentally responsible. The idea of the **City as a Lab** is established and reinforced on a daily basis, right from the start.

8:00-8:45 Student arrives at school and is met at the door with a greeting and handshake from the Principal or a CityLab Staff member. This will set the tone for the schoolday- one of a **community** of engaged learners who attend CityLab with a mission to prepare themselves for **college and careers**. He swings by the cafeteria to get his breakfast and goes for targeted instructional reinforcement in his English I class where students have been assigned to read *Walden* by Henry David Thoreau. In class, students are using the Talk-Read-Talk-Write model and have already discussed the reading with purpose, shared with one another and are now working on their written reflection. And, our student has come to his teacher for assistance with his written reflection.

8:45-10:15 **Period 1 Geometry**
Core academic classes at CityLab meet each morning and begin with a Bellringer as a way to focus student attention and transition to class, and to establish the driving question(s) of the 90 minute class. On this day, the **Learning Objective** (LO) is to calculate the area of geometric shapes. The driving question is: How do Architects calculate the area of a building? Students work in small groups of 3-4, calculating the area of each floor of the Belo Mansion, a historic building in downtown Dallas that has previously been introduced in the 9th grade Studio class. At CityLab, core academic classes are **integrated** with the Studio curriculum and students **apply knowledge and skills to real world exercises and experiences**. (Note- students will visit the Belo Mansion on a field trip later in the semester.) To conclude the class, the student **demonstrates** what he has learned (DOL) by calculating the cost to renovate the building based on his calculations and a dollar/s.f. formula.

10:20-11:50 **Period 2 Biology**
Classes at CityLab HS are organized around **Studio** themes, and the **focus** of the 9th grade year is “The Natural and the Manmade”. In Biology class on this day, students will investigate the natural world and differentiate the various characteristics of leaves (ie. stalked or unstalked, simple or compound, serrated or dentated edges, elliptic or ovate shapes) and use this information to correctly identify native plant species. **Collaborating** with others, our student **observes** and **discusses** plant leaves collected from Klyde Warren Park, as the teacher moves around the room, group to group, **facilitating** accountable talk and higher order thinking skills for the **student led discussions** and observing student progress on this design thinking exercise. Students at CityLab **collaborate and communicate** with their peers throughout the day reinforcing their **academic and social skills**.
At the end of this class, our student demonstrates what he has learned about a Texas-native Shumard’s Red Oak by drawing the leaf and annotating it’s characteristics in his **Sketchbook**. (Note- this sketch of a leaf will be used at a later date in Studio.)

11:55- Lunch
12:25
12:30-2:00  Period 3  **Fundamentals of Computer Science**

Fundamentals of Computer Science is intended as a first course for those students just beginning the study of computer science, and students learn about the computing tools that are used every day to design, implement, and present solutions to real-world problems.

Today’s topic: to present observations about a visit to Klyde Warren Park via a Prezi presentation and feedback from Kahoot.it.

Using Klyde Warren Park as a Studio project, the class visited and was previously divided in groups to create a Prezi presentation. Today, each group is presenting their Prezi presentation, and they will be using Kahoot.it in order to assess the retention of their audience in a fun and competitive way. At the end of class, in the DOL our student is asked to reflect on three key points of two of the presentations in today’s class.

2:00-2:25  Advisory

Everyday at 2:00, all CityLab students meet in Advisory.

The topic for today’s advisory is “Seeking Help – recognizing when I’m being resilient versus when I need support from others”. This exercise focuses on three of CASEL’s core competencies: self-awareness, self-management and responsible decision making. The teacher has prepared material from sources such as Newsela and TeenCNN. Today, the Advisory group is setup “debate style” to discuss the following scenarios:

- A student who works at a job after school
- A student who has to take care of his little brother and sister, and make dinner once he gets home
- A student that has a full schedule of after school activities

In small groups, the students discuss the challenges of each situation, and then our student is asked to reflect on the discussion and create a written exit ticket about “a time that I built my own resilience” or, “a time I used the resources available to me to solve a problem.”

2:30 – 4:00  Period 4  **STUDIO**  9th grade focus- The Natural and the Manmade

The daily Studio class is at the core of CityLab HS- this is the class that integrates and synthesizes student learning and allows students the opportunity to apply the knowledge and skills covered in the core academic classes. In Studio, our 9th grade student is working on the design of a public space at the eastern end of Klyde Warren Park- one of the most innovative new public spaces in the US- a deck park that stitches the city together, linking Uptown and downtown Dallas through the creation of an urban park in the airspace above an existing freeway (Woodall Rodgers).

Our student has been working on this Project Based Learning exercise for 2 weeks so far, utilizing Design Thinking skills to research and document information about comparable case study parks in Houston, NYC, and Chicago. He has collaborated with his team to discover and identify the key elements of three parks, and in today’s class the class will share their information and insights using Prezi software that has been mastered in Computer Science class. Equipped with an understanding of these urban prototypes, our student will then go on to explore the design for his design project in Klyde Warren Park.

Previously, our student has visited the site and met with industry experts who helped design and construct the park. And, he has engaged in a multi-disciplinary investigation of the urban setting of the park through exercises in his Biology, US History and Geometry classes.

Now, our student will take this investigation to the next level by engaging in a creative problem solving exercise to create an appropriate solution of his own design. This is where our student takes ownership of the problem to solve and engage in a meaningful learning
activity that synthesizes information from multiple fields and where he can utilize his creativity and Design Thinking skills to create an urban space that will enhance the community that it serves.

Note- this project ends with a presentation to a committee of architects, landscape architects, city planners and community stakeholders where students present their ideas for discussion and receive feedback on their designs. This design “Critique” session is based on college and career Studio culture and is part of a feedback loop that involves a host of “soft skills” including empathy, perseverance, grit, rigor, and self-awareness.

4:00-6:00 Our student ends his day at an after-school activity with the CityLab Rowing Club at the Trinity River rowing facility.

Note-other after school extracurricular activities at CityLab HS include: Student Senate, Architecture Club, Guitar Club, Anime Club, Chess Club, Green Team, Debate Team, PM (and Saturday School) and, numerous sports in addition to rowing, including cross country track, wrestling, and basketball. Students can also participate in athletics at their neighborhood home school.

### III. PERFORMANCE/ ACTION PLANNING EXERCISE

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Baseline (current data)</th>
<th>Year 1 Target</th>
<th>Year 2 Target</th>
<th>Essential Strategies to Achieve Targets</th>
<th>Measures for Evaluating Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 8 STAAR Reading Assessment</td>
<td>80% percent at Phase-in Satisfactory Standard or above in DISD 2015</td>
<td></td>
<td></td>
<td>Grade 8 STAAR results used as a General student Profile prior to year 1 @CityLab</td>
<td>Grade 8 STAAR Assessment State of Texas Assessments of Academic Readiness</td>
</tr>
<tr>
<td>Grade 8 STAAR Mathematics Assessment</td>
<td>74% percent at Phase-in Satisfactory Standard or above in DISD 2014</td>
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<td>N/A</td>
<td>N/A</td>
<td>Grade 8 STAAR Assessment State of Texas Assessments of Academic Readiness</td>
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<tr>
<td>English Language Learners</td>
<td>69% percent at Phase-in Satisfactory Standard or above in DISD 2015</td>
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<td>See Grade 9 STAAR EOC</td>
<td>Grade 8 STAAR Assessment State of Texas Assessments of Academic Readiness</td>
</tr>
<tr>
<td>English Language Learners Grade 8 STAAR Mathematics Assessment</td>
<td>70% percent at Phase-in Satisfactory Standard or above in DISD 2014. results below for expected student growth targets at end of year 1.</td>
<td>Grade 8 STAAR Assessment State of Texas Assessments of Academic Readiness</td>
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<tr>
<td>Special Education Grade 8 STAAR Reading</td>
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<td>N/A see STARR EOC results for 9th grade targets</td>
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<tr>
<td>Special Education Grade 8 STAAR Mathematics</td>
<td>69% percent at Phase-in Satisfactory Standard or above in DISD 2014. Grade 8 STAAR results used as a General student Profile prior to year 1 @CityLa b.</td>
<td>Grade 8 STAAR Assessment State of Texas Assessments of Academic Readiness</td>
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<tr>
<td>African American Grade 8 STAAR Reading</td>
<td>74% percent at Phase-in Satisfactory Standard or above in DISD 2015.</td>
<td>See Grade 9 STAAR EOC results below for expected student growth targets at end of year 1.</td>
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<tr>
<td>African American Grade 8 STAAR Mathematics</td>
<td>65% percent at Phase-in Satisfactory Standard or above in DISD 2014.</td>
<td>N/A see STARR EOC results for 9th grade targets</td>
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<tr>
<td>Hispanic Grade 8 STAAR Reading</td>
<td>81% percent at Phase-in Satisfactory Standard or above in DISD 2015.</td>
<td>Grade 8 STAAR Assessment State of Texas Assessments of Academic Readiness</td>
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<td>Hispanic Grade 8 STAAR Mathematics</td>
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<td>White Grade 8 STAAR reading</td>
<td>96% percent at Phase-in Satisfactory Standard or above in DISD 2015</td>
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<tr>
<td>White Grade 8 STAAR mathematics</td>
<td>86% percent at Phase-in Satisfactory Standard or above in DISD 2014</td>
<td>Grade 8 STAAR Assessment State of Texas Assessments of Academic Readiness</td>
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<tr>
<td>Asian Grade 8 STAAR Reading</td>
<td>88% percent at Phase-in Satisfactory Standard or above in DISD 2015</td>
<td>Grade 8 STAAR Assessment State of Texas Assessments of Academic Readiness</td>
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<tr>
<td>Asian Grade 8 STAAR Mathematics</td>
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<td>Economically Disadvantaged Grade 8 STAAR Reading</td>
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<tr>
<td>Economically Disadvantaged Grade 8 STAAR Mathematics</td>
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<tr>
<td>Algebra I EOC STAAR Scores</td>
<td>75% met Algebra I district standard 2015</td>
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<td>English I EOC STAAR Scores</td>
<td>62% met English I EOC district standard 2015</td>
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<tr>
<td>Biology EOC STAAR Scores</td>
<td>90% met Biology EOC district standard 2015</td>
<td>Grade 9 STAAR EOC Assessment State of Texas Assessments of Academic Readiness</td>
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<tr>
<td>New Distinguished HB5 Graduation Plan Diploma</td>
<td>n/a</td>
<td>100% of students will graduate with Distinguished Level of Achievement Plan</td>
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<tr>
<td>High School Endorsements</td>
<td>-track student courses -AP and accelerated classes</td>
<td>100% of CityLab students will be prepared to graduate with at least one Endorsement in Business &amp; Industry, Public Services, or Multidisciplinary Studies</td>
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<tr>
<td>Indicators</td>
<td>Baseline (current data)</td>
<td>Essential Strategies to Achieve Targets</td>
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<td></td>
</tr>
<tr>
<td>Critical thinking</td>
<td>Year 2 Target</td>
<td>Year 2 Target</td>
<td>Grade level rubrics ACT National Career Readiness Certificate (ACT NCRC), ACT WorkKeys <a href="https://www.act.org/products/workforce-act-workkeys/">https://www.act.org/products/workforce-act-workkeys/</a></td>
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</tbody>
</table>
| Communication                                                                 | -PBL/Studio focus  
|                                                                              | -Design Thinking  
|                                                                              | -student journaling  
|                                                                              | -formative assessments  
|                                                                              | including oral presentations, essays, and Studio projects  
|                                                                              | -student Portfolio, Sketchbook, and journal  
|                                                                              | -Advisory                                                    | Grade level rubrics |
| College and Career Readiness                                                  | -SEL and Advisory  
|                                                                              | -PBL/Studio focus  
|                                                                              | -student Portfolio  
|                                                                              | -intern and mentorships  
|                                                                              | -ACE (Architecture, Construction, & Engineering)  
|                                                                              | Mentorship  
|                                                                              | -Balfour Beatty Mentorship Program  
|                                                                              | -AVID Advancement Via Individual Determination  
|                                                                              | - ACT National Career Readiness Certificate (ACT NCRC), ACT WorkKeys  
|                                                                              | - Texas Success Initiative (TSI) Assessment, accuplacer.collegeboard.org  
|                                                                              | -student SEL skills and competencies, CASEL  
|                                                                              | -bi-annual Advisory report |
| Goal setting                                                                  | 100% of students will create academic, career and personal growth goals and objectives  
|                                                                              | -daily academic planner  
|                                                                              | -Advisory  
|                                                                              | -Goals Assessment ea. 6 weeks  
|                                                                              | -student Portfolio, Sketchbook, and journal  
|                                                                              | -student led parent teacher conferences  
<p>|                                                                              | -self-report |</p>
<table>
<thead>
<tr>
<th>Attendance Rate for Students</th>
<th>Baseline (current data)</th>
<th>Year 1 Target</th>
<th>Year 2 Target</th>
<th>Essential Strategies to Achieve Targets</th>
<th>Measures for Evaluating Success</th>
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<tr>
<td>DISD 2013-14</td>
<td>96%</td>
<td>96%</td>
<td></td>
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<tr>
<td>Gradespeed attendance report</td>
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<th>Essential Strategies to Achieve Targets</th>
<th>Measures for Evaluating Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Experience Survey: % Parents participating</td>
<td>70%</td>
<td>80%</td>
<td>-parent meetings, events and volunteer opportunities -monthly CityLab seminars and workshops -CityLab Summit</td>
<td>-Parent Survey -Parent sign-in records at meetings -K12 Insight survey</td>
<td></td>
</tr>
<tr>
<td>School Experience Survey: % Parents respond positively to “Overall School Satisfaction” question</td>
<td>80%</td>
<td>90%</td>
<td>-parent meetings and events</td>
<td>-Parent Survey</td>
<td></td>
</tr>
<tr>
<td>A Whole New Mind, Daniel Pink</td>
<td>n/a</td>
<td></td>
<td></td>
<td>-21st century workplace skills focusing on design, narrative, empathy, and meaning -applied throughout instructional day as applicable -staff led workshop</td>
<td>-teacher led workshop -teacher and student reflection</td>
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<tr>
<td>d.school Bootcamp Bootleg</td>
<td>n/a</td>
<td></td>
<td></td>
<td>-focus on Design Thinking Strategies and process -approach applied in all Studio classes (core and elective classes as applicable) -staff developed seminars</td>
<td>-PD for teacher reflection and discussion prior to annual start of school</td>
</tr>
</tbody>
</table>
IV. REQUEST AND RATIONALE FOR ADDITIONAL AUTONOMIES

Staffing Autonomy (for repurposing allocations only):
X Yes, we are seeking autonomies in this area

Rationale: How will the school use staffing autonomy?
CityLab HS plans to use staffing autonomy to create hybrid roles so that school administrators can serve dual teaching and administrative roles. The proposed daily schedule (see Section II.3 for a Student’s Typical Day as well as Attachment 1 for annotated Bell Schedule) will allow school staff members the flexibility to accomplish key administrative duties in the morning during the first 2 class periods of the day which are reserved for core academic classes, and then teach Studio and/or elective classes in the afternoon. While the Principals duties will be primarily non-teaching, the traditional Assistant Principle roles at CityLab will be hybrid roles in order to maximize staff capacities, functions, and costs.

In addition, CityLab HS proposes to interview and hire candidates of choice including candidates from inside and outside the district based on a skill sets and competencies necessary for success in an urban school based on PBL and Design Thinking strategies.

Professional Development Autonomy:
X Yes, we are seeking autonomies in this area

Rationale: How will the school use professional development autonomy?
CityLab HS will meet all district and state PD hourly requirements. In addition to required district and area PD programs, CityLab intends to create an extensive program of on-site seminars, lectures, and learning opportunities that will be made available to school personnel, as well as to students and parents, and when appropriate to the community at large. One of the core values of the school is to engage with community partners, and the goal is to provide high-quality learning opportunities to the entire school community.

CityLab HS intends to establish formal relationships with organizations such as the Dallas Museum of Art, and local architecture, design and development firms to provide instructional programs that suit the needs of the school community. CityLab also intends to make use of online learning and other technologies (such as webcasts, etc.) to allow staff to access the most up-to-date information and approaches to enhance student learning.

V. IMPLEMENTATION PLAN AND BUDGET EXERCISE
a. IMPLEMENTATION PLAN

<table>
<thead>
<tr>
<th>YEAR ONE TIMELINE: Year 0</th>
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</thead>
<tbody>
<tr>
<td>ELEMENTS</td>
</tr>
<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### YEAR ONE TIMELINE: Year 1

<table>
<thead>
<tr>
<th>PROPOSAL ELEMENTS</th>
<th>TASKS/ACTIVITIES</th>
<th>RESPONSIBILITY</th>
<th>RESOURCES</th>
<th>START / END</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>Implementing curriculum created in year 0 Create Curriculum for 10th grade</td>
<td>entire Leadership Team</td>
<td>Office of Transformation and Innovation</td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>ASSESSMENT PLAN</td>
<td>Parent &amp; Student Surveys Evaluate recruitment strategy</td>
<td>Entire leadership team</td>
<td></td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>-Visit Case Study schools (see Budget)</td>
<td>C. Casamayor</td>
<td>CityLab Summit! August 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAFFING</td>
<td>-add additional staff for year 2 (9th and 10th grades)</td>
<td>C. CasaMayor P. Goldstein</td>
<td>New hires by April 2017</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAMILY &amp; COMMUNITY ENGAGEMENT</td>
<td>Hire Parent Coordinator First CityLab Summit! Begin CityLab lecture series</td>
<td>L. Toffer S. Odamah</td>
<td></td>
<td>June 2017</td>
<td></td>
</tr>
<tr>
<td>YEAR ONE TIMELINE: Year 2</td>
<td></td>
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<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>*PROPOSAL ELEMENTS</td>
<td>TASKS/ACTIVITIES</td>
<td>RESPONSIBILITY</td>
<td>RESOURCES</td>
<td>START / END</td>
<td>STATUS</td>
</tr>
<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>Refining curriculum and instruction</td>
<td>entire Leadership Team</td>
<td>Office of Transformation and Innovation</td>
<td>Ongoing</td>
<td>Not yet started / In progress / Completed</td>
</tr>
<tr>
<td>ASSESSMENT PLAN</td>
<td>Parent &amp; Student Surveys</td>
<td>Entire leadership team</td>
<td></td>
<td>Ongoing</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>PBL Conference (location TBD) to train instructors</td>
<td>C. Casamayor</td>
<td>CityLab Summit! August 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAFFING</td>
<td>-add additional staff for year 3 (9th, 10th, and 11th grades)</td>
<td>C. CasaMayor, P. Goldstein</td>
<td>New hires by April 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAMILY &amp; COMMUNITY ENGAGEMENT</td>
<td>CityLab Summit!</td>
<td>Entire Leadership Team</td>
<td></td>
<td>June 2018</td>
<td></td>
</tr>
</tbody>
</table>
### BUDGET EXERCISE

<table>
<thead>
<tr>
<th>Priority/Expense</th>
<th>Rationale</th>
<th>Projected Costs</th>
<th>Frequency/Timeline</th>
<th>Sustainability Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Must-haves” for Planning Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Staff</td>
<td>Full time Campus Planning Level Coordinator</td>
<td>$60,442 salary</td>
<td>One time</td>
<td></td>
</tr>
<tr>
<td>Conferences</td>
<td>PBL World 2016, Buck Institute for Education, June 2016 in the Bay Area (California).</td>
<td>$13,500 5 people</td>
<td>Registration $1000 x 5 Air $400 x 5 Hotel $200 x 5 days x 5 $50 Per diem 5 days x 5 Car rental $200</td>
<td>one time cost to train trainers</td>
</tr>
<tr>
<td>Site Visits</td>
<td>Site visits to- 1. Williamsburg HS (Brooklyn), Urban Assembly Maker Academy (NYC), CHAD (Philadelphia) 2. ACE Leadership HS (Albuquerque), High Tech High (San Diego),</td>
<td>$5,000 2 people x 2 trips</td>
<td>Air $400 x 2 Hotel $200 x 3 days x 2 $50 Per diem for 3 days x 2 Car rental $150 $2,500/trip x 2</td>
<td>(2) Instructional leaders/trip to case study schools. Year 1 trip to Design &amp; Architecture Senior High DASH (Miami).</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Summer/weekend/extended day planning</td>
<td>$20/hr x 40 hours $40,000</td>
<td>Ongoing- beginning spring 2017</td>
<td></td>
</tr>
<tr>
<td>Certifications</td>
<td>GT Certifications for AP and PreAP Institutes</td>
<td>$12,000 reimbursed by the state</td>
<td>by fall 2017</td>
<td></td>
</tr>
<tr>
<td><strong>“Must-haves” for Implementation Year (9th grade- 2017)</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Laptop computers (1 per student)</td>
<td>Computer for research and guided reading, math, science, history, Studio (Chrome book)</td>
<td>$249 each X150 students $37,350 total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer software</td>
<td>Software for student computers including Microsoft Office, Photoshop, Revit, and AutoCAD</td>
<td>$50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Parent educator and coordinator to engage community, educate parents- home visits, town hall meetings, surveys</td>
<td>DISD to cover this salary</td>
<td>Begin Summer 2017</td>
<td></td>
</tr>
<tr>
<td>School Supplies</td>
<td>Sketchbooks, journals, planners, supplies</td>
<td>$15,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>$20,000</td>
<td>Throughout the year</td>
<td>Student Field trips</td>
</tr>
<tr>
<td>Contingency</td>
<td></td>
<td>$96,708</td>
<td>Throughout the year</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$350,000</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### VI. ATTACHMENTS

**a. ANNOTATED BELL SCHEDULE**

<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:45</td>
<td>BREAKFAST IS SERVED</td>
<td>Targeted Instruction Reinforcement sessions take place before class starts</td>
<td>Parent/ Teacher Meetings</td>
<td>Student/ Advisor Meetings</td>
<td></td>
</tr>
<tr>
<td>8:45 - 10:15</td>
<td>Period 1 Geometry or Alg I</td>
<td>Period 5 AP Human Geography</td>
<td>Period 1 Geometry or Alg I</td>
<td>Period 5 AP Human Geography</td>
<td>Period 1 Geometry or Alg I</td>
</tr>
<tr>
<td>11:55 - 12:25</td>
<td>LUNCH</td>
<td></td>
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</tr>
<tr>
<td>12:30 - 2:00</td>
<td>Period 3 Foreign language</td>
<td>Period 7 elective</td>
<td>Period 3 Foreign language</td>
<td>Period 7 elective</td>
<td>Period 3 Foreign language</td>
</tr>
<tr>
<td></td>
<td>(Spanish/ French, later Italian or Latin)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2:00 - 2:25</td>
<td>ADVISORY</td>
<td></td>
<td></td>
<td></td>
<td>Advisory or Community Assembly</td>
</tr>
<tr>
<td>2:30 - 4:00</td>
<td>Period 4 <strong>STUDIO</strong> Focus- The Natural and the Manmade</td>
<td>Period 8 <strong>STUDIO</strong> Focus- The Natural and the Manmade</td>
<td>Period 4 <strong>STUDIO</strong> Focus- The Natural and the Manmade</td>
<td>Period 8 <strong>STUDIO</strong> Focus- The Natural and the Manmade</td>
<td>Period 4 <strong>STUDIO</strong> Focus- The Natural and the Manmade</td>
</tr>
<tr>
<td></td>
<td><strong>STUDIO</strong> Focus – The Natural and the Manmade</td>
<td></td>
<td>Assembly may continue into Studio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00-6:00</td>
<td>AFTER SCHOOL ACTIVITIES</td>
<td></td>
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<tr>
<td></td>
<td>Studio is at end of day so class may extend after final bell</td>
<td></td>
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<tr>
<td></td>
<td>See Student Typical Day Section for complete extracurricular listings</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
b. **PROFESSIONAL DEVELOPMENT PROTOCOL**

Sample Plan for 5-day Staff Development Week

**Day I – A Vision, A Mission, a Purpose**

A.M. - Convocation

P.M. - Introductions…Leadership Team will introduce Vision and Mission, along with organizational structure. Team Building – Ice Breaker and organize as PLC Teams. End the day by giving staff time to read/overview book Results Now by Mike Schmoker.

**Day II – Data Dig**

A.M. - Leadership Team will introduce the data set and the DIP (District Improvement Plan) that will inform development of CIP (Campus Improvement Plan) goals…

Organize in PLC Teams to look at data of incoming freshmen – disaggregate data by content area and student groups (a.m.)

Use Results Now (book) to Develop Campus Academic Goals (p.m.)

**Day III – Strategic Planning (see ppt.)**

A.M. - Use Results Now and student data to write objectives

P.M. - Legal Updates (Federal, State and Local)

**Day IV – Instructional Design**

A.M. - Design Thinking Overview and Rationale based on Boot Leg Boot Camp model from D School at Stanford University

P.M. – Meet as PLCs to write Instructional plans for students’ first week back

**Day V – Instructional Strategies**

A.M. - Read/Overview the Book Talk/Read, Talk/Write by Nancy Motley

P.M. - Rigorous Instruction/High Performing Teachers (TEI) Assess Teachers’ PD Needs

***Teachers will be given an hour at the end of every day to work on setting up the learning environment***
c. SAMPLE LESSON PLAN/ UNIT (WITH RUBRIC – Based on Buck Institute of Education)

The daily Studio class is at the core of CityLab HS- this is the class that integrates and synthesizes student learning and allows students the opportunity to apply the knowledge and skills covered in the core academic classes.

In Studio, our 9th grade students are working on the design of a public space (water feature) at the eastern end of Klyde Warren Park – one of the most innovative new public spaces in the US – a deck park that stitches the city together, linking Uptown and downtown Dallas through the creation of an urban park in the airspace above an existing freeway (Woodall Rodgers).

<table>
<thead>
<tr>
<th>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Chapter 130 of the Texas Essential Knowledge and Skills for Career and Technical Education Subchapter B. Architecture and Construction (Principles of Architecture), these are the knowledge and skills that specifically relate to this lesson plan:</td>
</tr>
<tr>
<td>1. Demonstrate an understanding of group participation and leadership related to citizenship and career preparation</td>
</tr>
<tr>
<td>2. The student reads, comprehends, and communicates effectively, using proper grammar and terminology when using printed, written, and electronic media</td>
</tr>
<tr>
<td>3. The student performs mathematical operations to complete tasks such as measuring and estimating materials and supplies.</td>
</tr>
<tr>
<td>4. The student identifies the relationship between available resources and requirements of a project to accomplish realistic planning</td>
</tr>
<tr>
<td>5. Evaluate the feasibility of alternative suggestions</td>
</tr>
<tr>
<td>6. The student uses technological applications specific to architecture and construction to access, manage, integrate, and create information.</td>
</tr>
<tr>
<td>7. The student examines all aspects of the built environment and systems to complete project planning.</td>
</tr>
<tr>
<td>8. The student works as an individual and as a team member to accomplish assignments.</td>
</tr>
<tr>
<td>9. The student exhibits personal accountability, integrity, and responsibility to enhance confidence.</td>
</tr>
<tr>
<td>10. The student reads technical drawings and documents to plan a project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHALLENGING PROBLEM OR QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can we design a water feature to create a destination and focal point in an urban public space?</strong></td>
</tr>
<tr>
<td><strong>WATER FEATURE DESIGN PROGRAM</strong></td>
</tr>
<tr>
<td>The location for the new water feature is at the eastern end of Klyde Warren Park (KWP) adjacent to Pearl Street. Student designs should provide a pleasant place for a variety of activities including a place for people of all ages to read, people watch, eat, and interact with the water. Design solutions should include the following elements:</td>
</tr>
<tr>
<td>☐ Stairs and ramps with a 3’ minimum change in elevation</td>
</tr>
<tr>
<td>☐ At least 2 different water conditions</td>
</tr>
<tr>
<td>☐ A minimum of (12) new trees and (3) types of native plants and/or shrubs (species to be determined by students)</td>
</tr>
<tr>
<td>☐ Seating for at least (40) people including benches designed by the student</td>
</tr>
<tr>
<td>☐ A work of sculpture to be incorporated in the scheme from the collection of the Dallas Museum of Art. Students select work of art best suited to their scheme.</td>
</tr>
<tr>
<td><strong>REQUIRED DRAWINGS</strong></td>
</tr>
<tr>
<td>☐ SITE PLAN showing the entire Klyde Warren Park highlighting the location of the new water feature area</td>
</tr>
<tr>
<td>☐ A detailed PLAN that shows design features, plant species, and the sculpture on loan from the DMA. This drawing should use color and include a legend.</td>
</tr>
<tr>
<td>☐ A SketchUp model of your solution or basswood physical model at 1/4”=1’-0”</td>
</tr>
<tr>
<td>☐ A minimum of 6 sketches in your Sketchbook of the design</td>
</tr>
<tr>
<td>☐ PLAN and ELEVATION drawings of bench design with associated material costs</td>
</tr>
<tr>
<td>SUSTAINED INQUIRY</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Working in small teams of (3), students are to research case studies and Klyde Warren Park and create a PowerPoint presentation. (4 class periods) Presentations will be made to the entire class, and each team member will be responsible for one of the topics listed below:</td>
</tr>
<tr>
<td>1. A history of Klyde Warren Park, including construction techniques and challenges, and the park design and construction team with information on other projects by the firms responsible for the design and construction of KWP.</td>
</tr>
<tr>
<td>2. A description of at least (10) design features of KWP with images explaining each feature or amenity.</td>
</tr>
<tr>
<td>3. A description of (3) urban park prototypes similar to KWP including images, locations, names of design team members, key dates, and a thorough description of each project. Prototype research must include the Fort Worth Water Gardens as one of the four required prototypes.</td>
</tr>
</tbody>
</table>

| AUTHENTICITY | |
| Klyde Warren Park is one of the most unique urban parks in Dallas. Through their research, students should come to the understanding of the uniqueness of this innovative park, including the design program requirements, and the use of air space in the city. Students will have the opportunity to visit KWP and the Ft. Worth Water Gardens which uses a very different design strategy. | |

| STUDENT VOICE & CHOICE | |
| □ Students may pursue another site in the park, but will need to fully explain their reasons for pursuing an alternate location if they choose to do so. | |
| □ Students can choose the media (physical or computer model) for their final presentation. | |
| □ Students are responsible for creating a job schedule and managing their time | |
| □ Students are responsible for engaging with their teacher and classmates to receive feedback on their project | |
| □ Extension/differentiated learning activity: Students may create a 3D print of their design from an AutoCAD drawing once they complete their project. | |

| REFLECTION | In a class discussion, students will identify how one of the case studies influenced their design for the park. On a second day, students will record their thoughts in their Sketchbook about the impact of their design on the park and the immediate context. And, on a third day, students will be asked to reflect on the role that the park and the new water feature play in the community. |

| CRITIQUE & REVISION | Students will participate in (2) design critiques for this project- the first after (5) class periods, when each student will present his or her Schematic Design sketches to the class. This will be followed by a final review (15) classes later. After each student presents their Schematic Design sketches, they will be responsible for recording the main points that were raised in their Critique, and then coming up with at least (2) additional sketches responding to the feedback they received. |

| PUBLIC PRODUCT | For this particular class, a member of Klyde Warren Park Management staff as well as a member of the Office of James Burnett (landscape architecture firm who designed the park) have been invited to critique the students’ final projects. The student’s parents will be invited to a reception at the end of the school day to meet the guests and see the student work that was created. |
## Essential Project Design Elements Checklist (Rubric)

<table>
<thead>
<tr>
<th>Does the Project Meet These Criteria?</th>
<th>Y</th>
<th>N</th>
<th>QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS</strong>&lt;br&gt;The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.</td>
<td></td>
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</tr>
<tr>
<td><strong>CHALLENGING PROBLEM OR QUESTION</strong>&lt;br&gt;The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.</td>
<td></td>
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</tr>
<tr>
<td><strong>SUSTAINED INQUIRY</strong>&lt;br&gt;The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>AUTHENTICITY</strong>&lt;br&gt;The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students’ own concerns, interests, and identities.</td>
<td></td>
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</tr>
<tr>
<td><strong>STUDENT VOICE &amp; CHOICE</strong>&lt;br&gt;The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.</td>
<td></td>
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</tr>
<tr>
<td><strong>REFLECTION</strong>&lt;br&gt;The project provides opportunities for students to reflect on what and how they are learning, and on the project’s design and implementation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRITIQUE &amp; REVISION</strong>&lt;br&gt;The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PUBLIC PRODUCT</strong>&lt;br&gt;The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
OBJECTIVE: To secure a district level position wherein I will be able to apply my extensive training in language acquisition, experience in instructional methods, educational administration and leadership skills to provide the appropriate guidance to address the needs of a diverse community of school leaders and learners.

EDUCATION: B.A. French/International Studies; University of St. Thomas Aquinas, Houston, TX. December 1990
Teacher Certification - Bilingual Self-Contained, ESL 1-8, December 1998
M.A. Bilingual Education/Curriculum and Instruction; University of Houston, December 1998
Principal Certification - EC-12, December 2004
M.A. General Studies (Ed. Leadership); University of Texas at Dallas, 2004

RELEVANT EXPERIENCE: ESL Teacher: Yokkaichi, Japan 1991-1993
Bilingual Teacher: Houston ISD Grades 3-6; 1994-1999
Bilingual/ESL Teacher: Richardson ISD Grades 4-6; 1999-2001
Title VII Grant Manager/Bilingual Program Specialist: RISD 2001-2003
Administrative Intern/Assistant Principal: RISD 2003-2006
Director: Bilingual/ESL/PK Programs, Richardson ISD 2015-Present

PROFESSIONAL DEVELOPMENT HIGHLIGHTS: Facilitated ARD training, Gomez and Gomez Dual Language
IFL Principles of Learning, Professional Learning Communities
UConn SEM Model training, PBMAS trainer for RISD

HONORS AND ACCOLADES: RISD Silver Cup Award for Innovative Parent Involvement Initiative, 2003
Full Merit Scholarship for M.A. at UT Dallas/Principal Certification from Richardson ISD
Performance bonuses for school improvement 2007, 2008 Dallas ISD
Magna cum Laude Graduate of University of Houston
Summa cum Laude Graduate of University of Texas at Dallas
Raise Your Hand Texas - Harvard University Institute for Urban School Leaders, Participant - Summer 2008; Facilitator - Summer 2014
Elementary Principal of the Year, Richardson ISD 2011-2012 School Year

REFERENCES: Dr. Chris Goodson – Assistant Superintendent, Elementary 469-593-0282
Keith Forte – Principal, RISD Academy (469) 593-3440
Stephen Quisenberry – Executive Director, Secondary HR 469-593-0256
Megan Timme – Program Coordinator, Administrative Leadership Region 10 972-348-1130

PERSONAL: 47 years of age, married with 13 year-old twins, fluent in English, Spanish and French; enjoy reading, traveling, cultural events and the arts.
EDUCATION
Yale University, School of Architecture.  M.Arch.  New Haven, CT       1992
Tulane University, School of Architecture.  B.Arch.  New Orleans, LA      1984
Hillcrest High School.  DallasISD    Dallas, TX   1979
University of North Texas.  C&T teacher certification  Denton, TX 2003

EXPERIENCE
Skyline Architecture Cluster, teacher.  Skyline High School, DallasISD   2000-
Fallingwater High School Residency Program, instructor.  Bear Run, PA 2009-
   “The Space Between”, and “Courtyard Interventions”
   “Destination Dallas” summer workshop with the Nasher Sculpture Center,  2011-
   The Rachofsky House, Kimbell Art Museum and the Dallas Center for Architecture
Nasher Sculpture Center,  2006
   Outreach program in association with exhibit, “On Tour with Renzo Piano”.
   Yale University.
Boston Architectural College, BAC.  Faculty.  1987-90
Peter Goldstein Architect.  Dallas, TX       1995-
Grazado Velleco Architects.  Marblehead, MA      1985-90
Skidmore, Owings & Merrill.  Houston, TX   1984-85

AWARDS, EXHIBITS & PUBLICATIONS
Fulbright Award in Teaching, 2012-13.  “Mapping a Sense of Place in Cape Town.”  Cape Town, South Africa
“Translating Culture II”, bilingual smARTphone app created with the Dallas Museum of Art.  2014-15
DallasISD Teacher of the Year Semifinalist, 2007-08.  1 of 8 semifinalists for DallasISD from more than 200 schools.
Teacher of the Year, Skyline High School, DallasISD, 2007-08
2009 Innovative Teaching Grant awarded by the Junior League of Dallas, project: “Camera Drawings.”
2008 Innovative Teaching Grant, JLD, project: “Art of Architecture.”

Architecture for Humanity: Transitional Housing Competition, Kosovo. Honorable Mention, 1999
Dallas AIA Merit Award, Park Pavilion Competition, 1996
S.O.M. Traveling Fellowship Program, candidate Yale University
Henry Luce Scholarship, national finalist


“Architecture for Humanity: Transitional Housing for Kosovo”  
Traveling exhibition 1999-2000
   Van Alen Institute, New York City;  Royal Institute of British Architects Gallery, London;
   Union of Romanian Architects Gallery, Bucharest;  USAID Headquarters, Washington DC
   "Dallas Park Pavilion Proto-types” Dallas AIA Young Architect’s Forum.  Dallas, Texas 1996.
   "Selected Entries from the Dallas Zoo Entrance Design Competition."
   Dallas Chapter AIA Office, Dallas, Texas.  Spring 1994

ACTIVITIES & AFFILIATIONS
Registered Architect, State of Texas #14891
Certified teacher, Texas Education Agency:  Trades & Industry (T&I), Art EC-12.
DallasISD Future Facilities Task Force, appointed by Trustee E. Jones 2014-15
DallasISD Master Teacher, 2011.  Nomination by Harold Wright, Principal, Skyline HS.
ACE (Architecture, Construction, Engineering) Mentorship Board/DFW, 2012-
Nasher Teacher Advisory Board, 2012-
ACE (Architecture, Construction, Engineering) Mentorship Board/DFW, 2012-
Nasher Teacher Advisory Board, 2012-
Board Member, Dallas Architectural Foundation. Scholarship Chairman, 2007-2009
DCFA Board Member.  Program Chairman, Dallas Center for Architecture. 2010
Superintendent’s Teacher Advisory Committee.  Appointed by M. Hinojosa, DallasISD Superintendent, 2007
DISD Superintendent’s Key Connector Committee.  Appointed by M. Hinojosa, 2007
Skyline High School, Faculty Advisory Committee.  2007-
Skyline Green Team, sponsor.  2008-
Skyline Architecture Club, sponsor 2000-
Skyline Interact Club, sponsor 2014-
Camp Reynal, National Kidney Foundation of Texas, Staff member, Summer 1997, 2000
Peter Goldstein

Peter Goldstein is a licensed architect and educator from Dallas, TX. He is a graduate of the DallasISD and received a B.Arch degree from Tulane University, and a Master of Architecture degree from Yale in 1992. He began his architectural career in the Houston office of Skidmore, Owings & Merrill, and started his own firm, Peter Goldstein Architects, in Dallas in 1995. In 2013, Peter received a Distinguished Fulbright Award in Teaching, and traveled to South Africa to work with high school students and the University of Cape Town School of Architecture mapping the architectural, historical, and topographical features of Cape Town.

For the past fifteen years, Peter has taught in the DallasISD magnet architecture program at Skyline High School. At Skyline, he has received numerous awards and honors including the Teacher of the Year Award, Innovative Teaching Grants in 2008 and 2009, a Citation of Honor from the Texas Society of Architects, and an Accent on Architecture Community Grant from the American Architectural Foundation.

His work, along with that of his students, has been included in numerous publications and exhibitions including the 2011 exhibition, Sculpting Space- 299 chairs at the Dallas Museum of Art. Currently, he is working with his students on a design+build furniture project in Ferris Plaza in downtown Dallas, and he and his students just completed a bi-lingual smARTphone tour at the DMA called Translating Culture which launched in May 2015.

Peter is a founding board member of the Dallas Center for Architecture and is on the Nasher Teacher Advisory Board, and the ACE (Architecture, Construction & Engineering) Board. In addition to teaching at Skyline, he has been an instructor at the Boston Architectural Center, the Nasher Sculpture Center, and the Fallingwater High School Residency Program in Mill Run, PA.

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214 704.6688
Samuel Odamah
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HIGHLIGHTS OF QUALIFICATIONS

- An organized, versatile, and detail-oriented academic administrator, who effectively provides programmatic and administrative support to faculty and staff; strong passion for education with diverse background in faculty support, student services operation, mentoring, financial administration and curriculum development.
- Award recipient of the 2015 Harvard Hero Award for supporting international students and scholars at Harvard University.
- Possess strong commitment to team environment dynamics with the ability to contribute expertise and follow leadership directives at appropriate times.
- Languages: English (mother tongue); familiar with Korean, Japanese and Chinese languages and some South Asian and Middle Eastern dialects; intercultural sensitivity and awareness.

HIGHER EDUCATION EXPERIENCE

Academic Affairs Coordinator | Harvard Graduate School of Education | Academic Affairs Office | Cambridge, MA | February 2011 – Present

- Deliver comprehensive support to faculty search committees and processes.
- Coordinate faculty reviews for promotion or contract extensions and providing staff support to standing and ad hoc faculty committees such as the Faculty Appointments Committee and the Curriculum Planning Committee.
- Provide administrative support to senior staff with scheduling meetings, communications and financial processing.
- Maintain and update internal and external websites; the Harvard faculty recruitment website called ARIES (Academic Recruiting Information eSystem) for HGSE.
- Independently manage the HGSE-Extension School course exchange program, which enables about 10 extension school students to enroll in HGSE courses each academic year.
- Served as back-up support for faculty and student payroll processing; managed financial processing for search related expenses including expenditures, reimbursements and honorarium.
- Manage the courtesy appointments requests and visa application process for visiting scholars and fellows from Asia, Europe and the United States.
- Collaborated with my supervisor and an IT staff member to design and develop an internal website to facilitate the recruitment and hiring of Teaching Fellows and Assistants.
- Organized and managed the office archival materials for the university archives.

Admissions Assistant (Short-term Assignment) | Harvard Graduate School of Education | Admissions Office | Cambridge, MA | January 2011

- Supported admissions staff members to receive and process 500+ application for 13 masters and two doctoral programs.

Staff Assistant | Office of Student Affairs | Harvard Graduate School of Education | Cambridge, MA | August – December 2010

- Advised, offered guidance, and directed students to resources regarding student life, student activities, access and disability, and multicultural matters.
- Managed the organization and preparation of orientation materials for 650 incoming graduate students.
- Managed publicity and catering budget for the annual Multicultural Festival; worked with a team of staff and students to plan and organize the festival that drew an attendance of over 150 participants.

Graduate Intern | Career Services | Harvard Graduate School of Design | Cambridge, MA | January – May 2010

- Interviewed students, reviewed and offered feedback regarding student resumes, cover letters, job and internship guidance.
- Collaborated with the Career Services Director with programs such as the annual Career Fair, and Interview + Salary Negotiation workshop.
Student Admissions Advisor | Office of Undergraduate Recruitment and New Student Orientation | University of Texas at Arlington | Arlington, TX | 2006–2007

- Initiated and maintained telephone contact with prospective students throughout the admissions process
- Conducted and led tours for prospective students and their parents concerning campus life and culture
- Maintained and updated recruitment information using student data software

TEACHING & COACHING EXPERIENCE

Teaching Assistant | Harvard University Extension School | Cambridge, MA | Fall term 2014

- Teaching Assistant for the course MGMT E-3012 “The Art of Communication”
- Video recorded and uploaded student and group presentations to the course website.
- Gave students feedback on Op-ed assignment in collaboration with the course instructor.
- Managed the course web site and corresponded with students.

Communication Coach | Open Talk Club | The New England School of English | Cambridge, MA | 2013 – Present

- Founded Open Talk Club for English Language Learners to develop leadership, conversation skills and communication strategies; Coach and instruct 15-20 English Language Learners on a weekly basis.
- Designed curriculum that enables international students and professionals to share personal stories, read historic speeches, and debate diverse topics.


- Developed seminars and activities to discuss high school, college, and career plans with 40 students
- Gained insights on the start-up and operation of a new inner city urban charter school comprised of 80 students and five full time staff members; Instructed and guided students with semester projects and presentations.

EDUCATION & HONORS

Harvard Graduate School of Education | Cambridge, MA
Master of Education, May 2010 | Elected Class Marshal

- Selected to attend the Puerto Rico Winter Institute, Harvard University David Rockefeller Center for Latin American Studies | San Juan, Puerto Rico | January, 2010

University of Wisconsin-Milwaukee | School of Architecture and Urban Planning | Milwaukee, WI
Master of Architecture, August 2009 | Advanced Opportunity Program (AOP) Fellowship, 2008–2009

University of Texas at Arlington | School of Architecture | Arlington, TX
Bachelor of Science in Architecture, Political Science minor, May 2007

- Friends McNair Scholarship Award for presenting exemplary research | August 2006
- Selected as a Ronald E. McNair Scholar, 2006

MILITARY SERVICE

U.S. Marine Corps | Grand Prairie, TX | Food Service Specialist and Motor Transport Operator | 2nd Battalion 14th Marine Headquarters Battery | 2001–2007

- Led junior Marines under extreme pressure and stress while still accomplishing the mission
- Private First Class on entry, concluded as a Corporal
LORENA TOFFER, AIA

Believing in Design as catalyst for improving human experience, valued partnerships, mentoring, and championing grassroots initiatives – Lorena is regarded a design leader, community activist, and an advocate for diversity and inclusion, exemplifying servant leadership in architecture.

PROFESSIONAL SUMMARY

Originally from Mexico City, Lorena earned a B.A. in Architecture from Monterrey Tech ('01) and an M. Arch. from Texas A&M ('04). A Registered Architect (Texas and Mexico), her areas of expertise include higher education, adaptive reuse, museum facilities and aviation. Clients include Panola College, DFW Airport, University of Maine, Dallas Holocaust Museum and The Sixth Floor Museum.

An active member of AIA Dallas and the Dallas Center for Architecture, her work has been recognized for strong design and visual communication skills, exhibited and garnered with construction awards.

Lorena’s efforts towards a more diverse and inclusive profession have centered on AIA Dallas Latinos in Architecture (Chair 2012–13, 2012 Diversity Award by AIA National). Currently, she serves FEYW (Foundation for the Education of Young Women), as well as the Public Arts Committee for the City of Dallas. She is also Director of Affinity Networks for AIA Dallas Board of Directors.

EDUCATION

Advanced Leadership Program (Dec. 2015 expected); AIA Dallas, Dallas, Texas
Master In Architecture, 2004:  Texas A&M University, College Station, Texas
Bachelor in Architecture, 2001; Tecnologico de Monterrey, Campus Estado de Mexico, Mexico

REGISTRATIONS

Registered Architect in the State of Texas (2009)
Registered Architect in Mexico (2001)

SOFTWARE | SKILLS

WORK EXPERIENCE
2014 - Present, HKS | Associate | Project Architect
2005 - 2014 Corgan | Associate | Project Architect and Lead Designer roles

AVIATION
JKF International Airport
Terminal 1 Expansion
DFW International Airport
Terminal A Garage
DFW International Airport
Terminal A Terminal Renewal and Improvement Program
DFW International Airport
TSA CBRA Upgrades at Terminals A, B, C and D

INTERIORS
United Real Estate LLC
Fossil Headquarters Relocation

K-12 & PRIVATE SCHOOLS
Levine Academy
Campus Master Plan
Dallas International School
UTD Campus Study

HIGHER EDUCATION
Collin County Community College
Preston Ridge Campus
University Hall Physics and Environmental Laboratories
Collin County Community College
Preston Ridge Campus
Math and Chemistry Building
East Valley Institute of Technology
Campus Master Plan
North Central Texas College
Bowie Campus | Oil and Gas Technology Building Expansion
Panola College Library
Panola College Residence Hall

CVPanola College Science-Health Science Building
Panola College Student Life Center
Texas State Technical College
Harlingen Campus
Master Plan | Harlingen, Texas
Trinity Valley Community College
Athens Campus | Computer Science and Lab Building
University of Maine
Hutchinson Center Addition

SPECIALTY
Dallas Holocaust Museum
Center for Education and Tolerance
Sixth Floor Museum
Reading and Media Room

EXHIBITIONS
2011 AIA National Design for Decades Exhibition, Civic Buildings
2011 13.3% Exhibition, Woodbury University School of Architecture
2011 AIA Dallas Women in Architecture Design Catalog | Portfolio, Community Engagement
2010 AIA Dallas ENLACES Inaugural Exhibition | Sixth Floor Museum Library + Store
AWARDS
2014 AIA National Young Architect of the Year
2012 AIA National Diversity Award – AIA Dallas Latinos in Architecture
2012 Latino Leader of the Future – Latino Leaders Magazine
2011 Young Architect of the Year – AIA Dallas
2011 TEXO Summit Award | Sixth Floor Museum Library
2011 AGC Texas Building Branch Outstanding Construction Award | Sixth Floor Museum Library

PUBLICATIONS
2014/06 AIA National Young Architect Award Book – AIA National YAF/COF
2014/03 Culturemap Dallas – Award winning Dallas architects talk challenging convention
2014/02 ArchDaily Mexico
2014/02 Texas Society of Architects blog
2014/02 Obras Mexico
2013/11 AIA Dallas Columns Magazine – Detail Matters: Sixth Floor Museum Library
2012/06 Latino Leaders Magazine – Southwest Leadership Landing
2011/11 Young Architects Forum Connection – 10 Under Ten; Recognizing EP’s in Dallas
2011/11 Real Estate Bisnow – Latino Heat

SPEAKING ENGAGEMENTS
2014 Inaugural ARQ Fest (Architecture Festival) – Guadalajara, Mexico
2014 Rowlett Lecture Keynote Speaker – College of Architecture, Texas A&M University
2012 AIA National Convention, Washington D.C. | Connecting Diversity and Design
2012 AIA National Inaugural Multicultural Summit, Dallas TX | Strength through Diverse-Cities
2012 Marketplace Road Show – Live Interview | Marketplace, American Public Media

PROFESSIONAL/ COMMUNITY LEADERSHIP
AIA DALLAS - BOARD OF DIRECTORS - 2015 DIRECTOR OF AFFINITY NETWORKS
FOUNDATION FOR THE EDUCATION OF YOUNG WOMEN- 2015-2016 MENTOR
CITY OF DALLAS PUBLIC ARTS COMMITTEE – 2014 Citizen Member
FOUNDATION FOR THE EDUCATION OF YOUNG WOMEN – 2013-2014 Mentor
AIA DALLAS – BOARD OF DIRECTORS – 2013 Director of Affinity Networks
AIA DALLAS – LATINOS IN ARCHITECTURE – 2012 Chair
AIA DALLAS – YOUNG ARCHITECTS FORUM – 2011 Chair
John Henry Matthews, VI

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Dallas, TX 75215 (214)-415-8779
jmatthewsvi@matthewssouthwest.com

EDUCATION

Southern Methodist University, Cox School of Business, Dallas, Texas  Graduation: May 2009
Bachelor of Business Administration, Finance  GPA: 3.93
Bachelor of Arts in Psychology  GPA: 3.77

SMU Cumulative  GPA: 3.85
Honors: SMU Business Honors, Golden Key International Honor Society, National Collegiate Scholars Society

WORK EXPERIENCE

Matthews Southwest  Dallas, TX  July 2012 – Present
Project Manager
• Coordinate between multiple stakeholders to finance, plan, construct, and manage developments across North America.
• Create financial models to analyze and assess various development opportunities.
• Manage multiple projects in excess of 5.2 million SF

Lamar Street Festival  Dallas, TX
Producer
• Built community around the 100th anniversary of the Sears & Roebuck building, more recently known as South Side on Lamar, to gather for a music and arts festival on Lamar Street, Dallas, Texas resulting in an attendance of nearly 6,000 people.
• Raised $350,000 in cash and in kind donations to support the festival.
• Coordinated with over 175 artists to create a juried art installation for festival attendees.

Teach For America  Lansing, MI  June 2009 – May 2012
Recruitment Manager,  May 2011 – May 2012
• Managed university recruitment for Teach For America across Michigan focusing on a portfolio of three universities: Michigan State University, Kalamazoo college, and Western Michigan University.
• Increased recruitment 34% over the prior year, resulting in an all time high number accepted applicants from MSU.
• Managed and professionally developed four Campus Campaign Coordinators at Kalamazoo College and MSU.

Learning Team Leader,  Clarksdale, MS  August 2010 – May 2011
• Selected by Teach for America to lead monthly content related professional development sessions as a peer leader for 46 incoming high school math teachers across the Mississippi Delta.

Greenville High School  Greenville, MS  June 2009 – May 2011
Algebra I Teacher; Head of Math Department (coordinated through Teach For America)
• Selected from approximately 35,000 applicants nationwide to serve in a highly acclaimed national service corps; committed to teach for 2 years in an under-resourced rural region to close the educational achievement gap.
• Developed and implemented school improvement plan allocating $575,000 of federal funds and restructured school-wide behavior management system.
• Taught algebra I to 85 10th grade students, created rigorous objective driven lesson plans daily, tracked and analyzed student data, and developed assessments in order to maximize student achievement.
• Student passing rate on the Algebra Mississippi State Test, SATP, exceeded the school average passing rate by 30%

LEADERSHIP AND VOLUNTEERING

Greenville High School, Head of School Improvement Committee  Greenville High school, Assistant track coach
Reading Partners, Volunteer  Leadership ISD, Fellow
Dallas Festival of Ideas, Steering Committee  Board Member, TREC Education Board