PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY
FOR: SCIENCE, TECHNOLOGY , ENGINEERING, ARTS AND MATH (STEAM) HS
PROPOSED BY: GRUPO MOVIMIENTO BELLAS ARTES
FOR: SOUTH REGION HIGH SCHOOL # 8 AT #9

Mission & Vision of the School

- **Mission-**The STEAM high school at SRHS #8 will seek to educate students to their full capacity while recognizing that preparedness for real-life experiences begins now. Students will expand their critical thinking skills, creativity, and inquisitiveness through artistic demonstrations and through every learning opportunity while at STEAM HS.

- **Vision-** To build a safe and innovative learning community that opens the door to science, technology, engineering, mathematics, and the Arts. Students will have access to equitable, high quality STEM education that infuses the Arts as an integral piece of the learning. Subsequently, by living in a STEAM world at SRHS #8, students will envision and become empowered to be active members of the current knowledge-based world while co-creating a world beyond expectation

Designing Data Driven & Student Centered Instructional Programs

2009-2010 Student Data for relieved school sites (Bell H.S., Elizabeth L.C., and Maywood Academy)

Ethnicity	Students With Disabilities	Gifted and Talented	English Learners	Socio-Economically Disadvantaged	Graduation Rates	Attendance
98-99% Latino	8-10%	4-13%	19-34%	86-91%	69.4-94.9%	93-94.8%

- On average, 13.6% of high school students tested from the relieved school sites met **advanced** or **proficient** levels on the **2010 CST**.
- 6% of English Learners tested met proficient or advanced in English Language Arts and an even lower 4.43% are proficient or advanced in math.
- 4% of Students With Disabilities (SWD) tested met advanced or proficient levels in ELA and a lower 1.73% met advanced or proficient levels in math.

Individualized Learning and Growth Plan (IGLP): *A personalized, data driven, instructional and progress monitoring program that helps meet the immediate academic, developmental, physical and behavioral needs of all students by providing the following:*

- Personalized instructional programs designed by students and teachers in collaboration with parents/guardians.
- Positive learning experiences for **all** students throughout their enrollment at SRHS #8.
- A researched based, academic and behavioral intervention program, Response to Intervention (RTI)[1]

The RTI Program offers high quality instruction and interventions that meet all student needs by
- Monitoring student progress frequently so that appropriate changes are made in a timely manner.
- Using multiple student response information to make important educational decisions.
- Reducing the number of students who experience academic and/or behavior problems, including those who may be labeled as "disabled".[2]

The Sheltered Instruction Observation Protocol Model (SIOP): A scientifically based system for planning, delivering and evaluating grade-level coursework for both English Learners and Native English speakers[3] will be used school-wide as part of the RTI Plan. The model includes research-based-practices such as the following:

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[1] A legislative initiative that is as an important part of the school wide improvement process which increases both student and adult learning.
RTI was founded on the principles that (a) all children can learn when given effective and appropriate instruction and (b) most academic problems can be prevented with early identification of need followed by immediate intervention. (Echevarria & Hasbrouck, 2009;Fuchs & Deshler, 2007) Effective RTI programs demand early identification of learning difficulties. "The longer it takes, the harder it is to tell academic gaps from learning disabilities" (Council for Exceptional Children, 2008, p.2).
[3] The SIOP Model is an instructional framework for organizing classroom instruction in meaningful and effective ways that may be applied in all 3 RTI Tiers; Tier 1-A solid core curriculum program for all students; Tier 2-Focused Supplemental Instruction for students not making progress in core classes; Tier 3-Individualized Intensive Instruction for students not making progress in Tier 2.

- Differentiating instruction, clear instructions and explanations, repetition, oral language practice using meaningful text, cooperative learning, lesson studies, observations and reflections.

The academic program at SRHS #8 include the following:

- Equitable Access to a rigorous, Arts infused, standards-based, college- prep, A-G curriculum
- An advisory program that creates a personal, student-friendly, college-prep environment for all students
- Early College and Career Counseling beginning in the 9th grade
- Thematic Project Based Learning with an emphasis on the ARTs
- The development of a *Professional Academic and Career Portfolio*
- Internships opportunities with businesses, professional organizations and university partners
- College preparatory study skills and learning strategies via the *AVID Instructional Model*
- Opportunities for college course credit via on-line, community college/university partnerships

- *Briefly describe in bullet point format how your proposal will serve the following student sub-groups (be sure to include the header for each sub-group below in your response):*

NOTE: All students will be guaranteed equitable access to the academic program at SRHS #8 regardless of their sub-group classification through the implementation of the IGLP and RTI Programs.

***Students with disabilities and/ or special needs*–** As an internal LAUSD, pilot school collaborative that includes all three VAPA, STEAM and TAD schools at SRHS #8, we will share our funding for special education and adhere to the LAUSD Special Education Policy and Procedures Manual. All laws in the No Child Left Behind legislation will be fully implemented. We will share funding for a common Learning Center, caseload manager, resource teachers, school psychologist, speech and language teacher, audiologist, and educational teacher assistants. The learning center is where students with disabilities will be given focused, individualized instruction according to their IEP. We will personalize the learning of each student with disabilities and/ or special needs by:

- Effectively integrating the arts and technology into the instructional program; elective classes, Special Day Classes, General Education Classes, extra-curricular, and/or intervention classes
- Ensuring effective collaboration between the general education, special education and support services staff
- Addressing the students' developmental and/or emotional health through appropriate counseling (e.g., LAUSD IMPACT, a model for successful collaboration between health care organizations/providers and community schools), teacher, staff and/or parent/guardian referrals.
- Implementing inclusion and mainstreaming models
- Providing opportunities for participation in peer mentoring and tutoring programs
- Helping students become active participants in their learning during their IEP meeting to the best of their abilities by helping them create their IEP goals in collaboration with the IEP caseload managers, the IEP Team/ support services staff, and their parents/guardians.
- Engaging students in metacognitive reflections that address their goals.
- Assisting students in facilitating their own IEP meetings with the support of their IEP team members.
- Welligent will be used to develop, present, and monitor IEPs and services.

Socio-economically disadvantaged students – Approximately 86-91% of the SRHS #8 students are expected to fall under this category. We are committed to providing the following for our students and/or their families :

- A personalized instructional program that includes Culturally Relevant and Responsive Instruction
- Services from community organizations / public agencies that address their specific economic, emotional, transportation, and housing needs.
- Access to honors, Advanced Placement, Accelerated curriculum, college coursework, Arts courses, Intervention programs, support services, fieldtrips, and community service learning opportunities.
- Participation in extra-curricular, enrichment, peer mentoring, and tutoring programs

***Gifted students & Standard English Learners* –**

- A personalized instructional program that includes Culturally Relevant and Responsive Instruction
- Differentiated instruction with an emphasis of Academic Language Development (ALD).
- Gifted students will be grouped together due to their higher abilities.
- Access to honors, Advanced Placement, accelerated curriculum, college coursework, Arts courses, intervention programs, support services, fieldtrips, and community service learning opportunities.
- Participation in extra-curricular, enrichment, peer mentoring, and tutoring programs.

English Language Learners –
- SDAI Instruction, Master Plan Recommendations, Culturally Relevant and Responsive Instruction
- Placement in heterogeneous and rigorous grade-level content classes (including honors, A-G) mixed with English proficient students and taught with differentiated instructional strategies.
- Explicit language and literacy development across the curriculum that focus on Academic Language Development
- Counseling about test data that also includes CELDT preparation, support and testing accommodations.

School Culture

In 3-5 sentences, describe the school culture that you envision for your school.

The following core values define the culture of the school community:
- High expectations for all students, parents, teachers, administrators, staff and community partners who are all focused on continuous improvement and embrace accountability for all
- Access to an equitable, rigorous, relevant, research based, data driven curriculum and personalized learning environment for all.
- Promote respectful relationships amongst all stakeholders and establish meaningful partnerships with families and communities.
- The Arts are valued as an essential enrichment component in developing our students' holistic perspective and integral to the core curriculum
- A keen focus on decreasing both the national and international achievement gaps for our underrepresented populations so as to ensure success in post-secondary education, employment in the 21st Century workplace and in life.

In a brief paragraph, describe the typical day in the life of a student at your school.

Lupe is an 11th grade student who has successfully completed Art and Computer Science classes last year. She decided to take Computer Science instead of the Introduction to Engineering course in the 10th grade and is currently taking the Introduction to Engineering (IED) class. She arrives to school early everyday to have an opportunity to reflect and revise her science homework before it is due. Lupe enjoys her chemistry class and credits her chemistry teacher, Mr. Lim, for making science fun through hands-on examples and weekly lab work. Mr. Lim brings scientists and STEM experts to lead investigations that students then do in expert groups. Lupe is certain her group's investigation will be presented effectively to the rest of the class.

Lupe carries her Art sketchpad with her where she has been sketching design ideas for her design project. A design project is due for the exhibition that will be held through her Introduction to Engineering class. Lupe is developing a design portfolio using Google Sketch Up and Scratch. She plans to utilize her newly acquired computer programming skills to develop a web-page that will allow her to share her design concepts with her friends. Lupe has hundreds of sketches, renderings, and her culminating prototype project from last year's Computer Science class that she hopes to display on her webpage. Lupe plans to submit her Computer Science Collaboration Project at the end of the year. Additionally, Lupe has been working on a portfolio of smart phone app designs, which she is very proud about. Lupe hopes to earn excellent grades this year and has planned her ILGP goals to reflect A-level work and to develop a design portfolio that she will submit as a college entrance requirement. Lupe has not decided which college or university she wants to attend, but she knows she wants to major in Computer Science or Engineering. Lupe is a member of the MESA and Robotics clubs and was accepted to participate in a summer institute through the National Girls Science Collaborative (NGSC). Lupe has been fortunate to be assigned a great STEM mentor through FabFems online project. A major component of Lupe's Introduction to Engineering course requires her to connect with a STEM professional who will serve as a mentor. Her STEM mentor works in industry as a Design Engineer, which is a relatively new type of Engineering career. Lupe is excited about learning more about the field of design engineering as she has heard from her advisory teacher that STEM careers require creative and artistic processes and skills. Lupe has sought college advisement through her 4-member cohort. Lupe and her cohort plan to attend the STEM fair at Cal Poly Pomona in the spring. Lupe's Best Friends/BFF is Marcy who is certain she will major in engineering. Marcy's older brother is an engineering major at Cal Poly Pomona.

- *Using bullet points, list some of the extracurricular activities that will be provided at the school.*

Extracurricular activities will be shared and offered to all students at VAPA, STEAM, and TAD Schools. As an internal LAUSD Pilot School Collaborative, we will share fundraising and the costs of providing the following services and opportunities. **Note: Student interests will help SRHS # 8 develop its sports and extracurricular programs in our effort to provide a personalized learning experience for all.**

- **Sports**: Track, Cross Country, Baseball, Softball, Soccer, Wrestling, Volleyball, Golf, Skating, Bowling, Cheer, Kids Run LA,

- Winter Guard, Dance, LAUSD All-City H.S. Marching and Honor Symphonic Bands, Journalism, Spanish, Academic Decathlon, Drama/Theatre, Film, Choir, Photography, Cyber Patriots, Leadership, Arts Club, Guitar Club, Yearbook, Anime, Bible Club, Cooking Club, Arabic Club, Transitions: A Peer Mentoring Program, GSA Club, Veggie Club, Chess Club, Cooking Club, Service Club, Young Scholars Club, Parents & Children Club, Early College High School Club, Yearbook, Friends of the Library
- Camps & Arts-related opportunities: LA Opera, USA drum major summer camps, Idyllwild Summer camps, Drum and Bugle Corps, Inner City Arts, Conservatory of Fine Arts through LAUSD's GATE program, Saturday Conservatory of Fine Arts in Pasadena

Parent Engagement & Involvement

- *In a brief paragraph or using bullet points, discuss the strategies that you will use to meaningfully engage parents and guardians in the academic achievement of their children.*

As an LAUSD pilot school collaborative, we welcome parents, guardians and their families. We will partner with existing community and parent based organizations such as Padres Unidos, Southeast Cities Coalitions for Schools, the Bell, Maywood, Cudahy, South Gate Civic Leaders and Local District 6 in ensuring that our schools are clean and safe Art institutes of learning. To this end, the following program and strategies will be implemented:
(1)Access to counseling, community service providers, adult education classes, and computer classes with their students (2) Community service opportunities and expectations for parents/guardians, (3) Weekly, sequential, focused and organized parent and family training classes, (4) Participation in Parents & Family Institute Committee (5) College Visitations/Workshops for Parents/Families, (6) Open Communication via parent conferences, the school web-page, monthly newsletter, home visits, phone calls, monthly meetings with the principal, parents, families and community members/organizations, Meet & Greet Community Mixers), (7) Volunteer Opportunities: Parent Center, School Library(ies), Career Day, Classroom Work Days (support with instruction-e.g., theatre productions, arts demonstrations, school performances), community /school clean-up (September, December, April, June), Service Programs (e.g., blood drive, clothing drive, food drive), (8) Parent & Community Councils (School Site Council, ELAC, CEAC, LSLC, Parent Teacher Student Association, etc).
All students, their families, and visitors will experience a welcoming, respectful, and professional environment. The Welcome Center, where the principal will typically be posted before and after school, will be staffed with friendly and hospitable staff members who are committed to addressing the needs of all, including language support. Our Welcome Center staff will be the first in line with whom all stakeholders communicate and like all of our teachers and support staff; will uphold our core values when engaging with everyone.

Staffing

- *In a brief paragraph, describe what characteristics the school will look for when recruiting teachers and select staff in order to ensure that staff acknowledge and support the academic, social, and cultural needs of the students*

We seek the following characteristics in all candidates: (1) they must embrace the guiding vision, mission and core values of the school, (2) they behave and treat others with respect, professionalism and integrity, (3) they address academic/behavioral concerns by implementing research-based best practices that will positively impact student achievement in all areas (3) they value and encourage collaboration between all stakeholders (4) they define their role as student advocates and guides to students' learning and self discovery, (5) they value the need to design and personalize curriculum for all students according to their academic and emotional needs, experiences, interests, cultural background(s), and instructional standards, (6) they support and are agreeable to the Elect to Serve Contact.

Applicant Team Contact Information

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