



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: VISUAL AND PERFORMING ARTS HIGH SCHOOL

PROPOSED BY: GRUPO MOVIMEINTO BELLAS ARTES

FOR: SOUTH REGION HIGH SCHOOL # 8 AT #9

Mission & Vision of the School

Our mission is to establish and operate an outstanding arts and college preparatory high school that successfully prepares all student to excel in college and in the global workplace of the 21st century by creating a community of learners among all students, teachers, parents, and community partners who will engage in individual enterprise and academic ownership.

Our vision is that all students will be exceptionally prepared for college-level curriculum with a strong visual, performing arts and humanities foundation that is central to their cognitive, emotional, and social development. Our students will graduate from high school with the capacity to know and understand core academic content, think critically, solve problems, harness their artistic creativity, be innovative, communicate effectively, work collaboratively, and continue learning throughout their lives, (Partnership for 21st Century Skills, 2009

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 speakers³ will be used school-wide as part of the RTI Plan. The model includes research-based-practices such as the following:

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)



- 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 –

- **Active recruitment and identification of gifted and talented students**
- A personalized instructional program that includes Culturally Relevant and Responsive Instruction

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.



- Differentiated instruction with an emphasis of Academic Language Development (ALD)..
- 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 –

- SDAIE 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.

Mike, a ninth grade VAPA student arrives to a clean and safe campus wearing his soccer jersey and with his beloved guitar in hand. He is greeted by Parents on Patrol volunteers and the cross guards who are posted throughout the entrance and streets in front of the school. The school principal, who typically welcomes all students, staff, and visitors, greets him at the Welcome Center as he answers phone calls. Mike was up late working on Google docs with his classmates on their Infotainment Project: an interdisciplinary project on Teens and autoimmune illnesses. He meets his group at the student eating area and they all proceed to honors biology class. They have shared the same classes since summer school. At SRHS #8 students are assigned to interdisciplinary teams of teachers and into sub-groups of four according to their Individualized Learning and Growth Plan. This plan contains a variety of student data and is outlined before the beginning of the school year with students, their parents/guardians and teachers. Mike prefers working independently however, his ILGP Goals are (1) increase class participation/collaboration (2) identify and research service learning projects/opportunities, (3) improve attendance by 5%, (4) maintain at least a 3.0 GPA (5) join the guitar club, (6) try out for the school’s soccer team, (7) have lunch his peer mentor once a week, (8) maintain a proficient level on all components of the CST and on interdisciplinary projects, (10) take the PSAT. Progress grades are given in advisory where he writes a reflection on his progress which he shares with his mentor during lunch. During English, theatre, and math, he and his group evaluate the project data, edit their research report and complete their performance assignments as producers, writers, directors and publicists with their teachers as guides. Mike wants to create and deliver an outstanding performance for the Middle School Eighth Graders, parents and community partners. The hour variety show will entertain, inform, and educate their audience on autoimmune illnesses and its impact on teens throughout Latin America, the U. S. and Africa. Mike and his team have written a song which he will perform on his guitar. They will also earn service credit hours for their performance. Balancing school and soccer has been hard. His coach, team members, teachers and especially his senior mentor and team-mate, Jose, have definitely helped him.

- *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.

- 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 SRHS Pilot Schools 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:

- Community Meetings: held locally in the city of Maywood (i.e. community meeting halls);
- Open House & Parent Conferences: parents will be invited to attend these events each semester;
- Parent Workshops: classes in computer literacy, photography, college preparation and parental support;
- Orientation Sessions: orientation meetings to welcome students and families, to meet staff, and learn the school’s procedures, programs and academic and disciplinary plans;
- Release Event: a week-long event to recognize successful student, teacher, and community projects;
- Volunteering: Urban Parent Teacher Collaborative as a model to develop Parent Leads that will assist in the recruitment of volunteers every year so as to build a volunteer staff and grant parents better access.

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) demonstrate content mastery, (7) are agreeable to the Elect to Work Contract.

Applicant Team Contact Information

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